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ABSTRACT

This study was undertaken to determine what human factors, teaching materials, and situational conditions foster teaching about Canada in American schools. Case studies of secondary schools were conducted, teachers completed questionnaires, and social studies supervisors and other educators were interviewed. This report presents an analysis of the eight case studies, provides a synopsis of the teachers' perceptions of factors that influence their teaching of Canada, and contains conclusions and recommendations. Teaching about Canada varies in quality and frequency in American schools. There is a growing recognition of the need to include the study of Canada in high school courses. Educators stressed the need for students to study Canada comparatively in a North American context and in world studies. The most successful efforts in enhancing the teaching about Canada have been the services of the Canadian consular offices. More teaching materials are needed. It is recommended that the Canadian Studies Centers and the U.S. Department of Education encourage teaching about Canada by supporting curriculum projects and organizing teacher institutes. (RM)

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CANADA IN AMERICAN SCHOOLS:

A JANUS LOOK

by

Marion C. Salinger
Donald C. Wilson

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Duke University
Center for International Studies
Occasional Paper Series
Number 14

CANADA IN AMERICAN SCHOOLS: A JANUS LOOK

A National Study on the Teaching of Canada in American Schools

MARION C. SALINGER, Duke University
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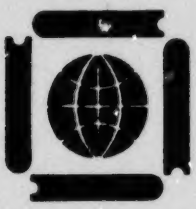

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CANADA IN AMERICAN SCHOOLS:

A JANUS LOOK

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DEDICATION

We dedicate our report to all those educators who assisted us in obtaining a kaleidoscopic view of the teaching of Canada in American public schools--especially to those individuals who contributed time and thought to our analyses of their parts of the mosaic. We were inspired by their enthusiasm and commitment to making Canada known to American school children. It is they and their students who will carry this work forward.

Marion C. Salinger
Donald C. Wilson

THE CONSORTIUM

This study was undertaken with the collaboration of the following Canadian Studies Centers, working together as a Consortium for the project:

Duke University	Marion C. Salinger
University of Maine	Ronald D. Tallman
Michigan State University	Victor M. Howard Macel Ezell
State University of New York, Plattsburgh	Richard Beach
University of Vermont	Edward J. Miles Frank P. Spencer
Western Washington University	Donald Alper Robert L. Monahan

ADVISORY COMMITTEE

The Consortium was aided by the following colleagues with special knowledge of social studies curriculum and Canadian Studies:

Donald Bragaw, New York State Education Department

Lawrence W. Byrnes, Morehead State University

John D. Ellington, North Carolina State Department of Public Instruction

John F. Myers, Bridgewater State College

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John R. Sanford, California Curriculum Commissioner

SECTION I

INTRODUCTION

1.1 Overview

For decades Canadians and Americans have enjoyed a set of relationships that are the envy of the world community. Many contend that the special relationship between Canada and the United States arises from geographical proximity and common historical roots, although others view the strong ties to be a result of continuing efforts by Canadians and Americans to understand each other's concerns and interests. Such understanding may proceed from government policies, media coverage, travel experiences, business transactions, and public school education. Opportunities for both sides to gain factual and attitudinal understanding, as well as an awareness of economic and political interests, are necessary for a lasting relationship. Yet in times of world economic changes the one must not take for granted the knowledge and attitudes of the other, because how one is perceived is as important as what is known if a relationship is to be of significance to both partners.

Concern for American perceptions and understanding of Canada and the related implications for schooling have been a focus of certain educational efforts in the last decade. For example: in 1973 the United States Department (then Office) of Education expanded its Title VI language and area centers to include Canada and thereby required attention to teaching Canada in the public schools as part of its "outreach" mandate. The efforts of Canadian Studies Centers, chiefly those funded by the NDEA legislation, also turned toward public school training and materials programs on Canada. And finally, the 1979 Educational Testing Service's survey of student attitudes and perceptions toward Other Nations, Other Peoples (U.S. Department of Health, Education, and Welfare, Office of Education, 1979) indicated that pupils in the fourth, eighth and twelfth grades ranked Canada in high esteem, whereas teachers' estimates of student interests seldom

mentioned Canada. This contradiction produced some shock waves among area studies circles in the United States.

Since that revelation, still more attention has been paid to the teaching of Canada. For example, some states and school districts not near Canadian Studies programs have reconsidered their teaching of North American studies and have sought assistance from the only source they knew--the Canadian Government through its Consulates.

Such indications of need, and the reported efforts by small groups of educators and Canadianists, pointed to the fact that it was a propitious time to examine the support systems underlying the teaching of Canada, their strengths and weaknesses, and requirements for the future. To make such a study one had to listen to a great many voices and fill in gaps in the dialogue between administrators and teachers. One could not talk about "teaching" Canada without talking about "understanding" in terms of knowledge and perceptions. Therefore we had to examine the knowledge bases from which teachers must operate if they are to be the transmitters of understanding; this meant administrative systems, schools, libraries, and collections of non-linear resources.

It has been our intent to review selectively, by appropriate means, diverse facets of the education system, in order to assist teachers to achieve optimum results in the classroom. We also sought to suggest to those state officials and American Canadianists engaged in public school programs how their constituencies might best be served in the future. For the Government of Canada, its Washington Embassy and many Consulates, we intended this study to present a wide screen picture of the teaching of Canada in elementary and secondary schools. The portrayal is based on a series of selected observations of school conditions and interviews with state and school educators carried out by those involved in university Canadian Studies Centers and programs, and responses to a questionnaire drawn from those teachers involved in classroom teaching of Canada. In many ways the portrayal constitutes a "user perspective" of the strengths and concerns arising from the teaching of Canada in

American classrooms and an analysis of these expressions.

The study accepted the premise that an understanding of the factors hindering or supporting the growth of teaching Canada is a necessary condition for continued progress in both production and dissemination of materials and justification for the inclusion of topics about Canada into state curricula. The need for this undertaking was underlined by Canadian Studies Centers at American universities who have been developing materials for classroom instruction and conducting workshops for promoting the use of such materials. Those involved in undertaking this study also felt that such a portrayal could provide direction for educators within the state and school systems presently developing curricular frameworks that recognize the need to include Canada. Consequently, with the financial support and encouragement of the Government of Canada, a consortium of Canadian Studies Centers (at Duke University, the University of Maine, Michigan State University, SUNY-Plattsburgh, the University of Vermont, and Western Washington University) agreed to engage in a study of the conditions that influence the teaching of Canada in American classrooms.

1.2 Purpose of Study

This study was explicitly directed toward gaining insight into the kinds of experiences and forms of support that surround the teaching of Canada. As such, it is in contrast to the kinds of studies designed to determine the "extent" to which Canada is being taught, or those which assess what students know about Canada. It was our intent to make an in-depth study of the enterprise itself, not a survey of social studies education on Canada. Our approach was therefore vertical and the central question became:

WHAT HUMAN FACTORS, TEACHING MATERIALS AND SITUATIONAL CONDITIONS FOSTER THE TEACHING OF CANADA?

More specific questions identified in Appendix C guided the interviewing of educators, the construction of questionnaire items, and the analysis of data.

While the study deals with selected school situations, four contributing factors suggest that it has national scope. First, educational situations were selected to represent the diversity of settings in which topics about Canada are taught. They range from highly centralized state systems to independent rural high schools. Second, collaborators from six Canadian Studies Centers across the United States visited and interviewed educators in various school districts so as to obtain an understanding of the role of state and local curricula in influencing classroom teaching of Canada. Other knowledgeable individuals provided valuable assistance by facilitating local visits and by offering sound advice on the overall format of the study. Third, numerous state and district social studies supervisors willingly conferred with us, either at conferences or in their own locales, about their experiences with curriculum development. Finally, we surveyed the opinions and expectations of classroom teachers (from 45 states) who had requested and received materials from Consulate offices and/or the six Canadian Studies Centers. Although the portrayal cannot be generalized to all state educational systems, it does provide in-depth descriptions of educational situations throughout the United States which

ultimately suggest how the quality of instruction about Canada can be improved. The need for such advances appears particularly pertinent in view of the widespread interest in the teaching of Canada being expressed and the indicated need for relevant instructional materials.

In discussions with educators, however, the teaching of Canada rather than Canadian Studies became a point of focus. The inclusion of Canada either as part of existing courses or as an optional unit within a school program appeared to be the best approach. Canadian Studies per se might call for the introduction of a new area of study in state or district curricula already overcrowded with course options and, in some cases, witnessing the actual reduction of the number of area or thematic studies.

The interest in and enthusiasm for teaching Canada was particularly encouraging during a time when a national economic recession was having a strong impact on the ability of school systems to foster and support a full range of teaching areas. It was, therefore, our desire both to sustain and to encourage the interest and enthusiasm indicated by the educators contacted. In some cases the interview itself stimulated discussion on the importance of teaching Canada and its development in the classroom; the interviewees sometimes perceived the interrogators as facilitators. During other conversations it also became clear that the formal credentials of the Study allowed discussion with educators not normally accessible. For this reason, the analysis provides not only a portrayal of teachers' experiences and concerns, but in its own role acted as a catalyst for teaching Canada in American schools.

1.3 Background and Setting

The study began with the premise that it is important to use the public school classroom as a vehicle for introducing Canada into the awareness of the American citizenry. Studies indicate that two-thirds of those enrolled in secondary schools (67.5%)[1] never go on to institutions of higher learning. Yet they will participate in a political and social process calling for passive and active relationships with Canada. Those Americans and Canadians who perceive the need for informed opinions when questions of trade, security, communications, natural resources and environmental policies confront both nations, are therefore concerned that information about Canada should be deployed at the common denominator of the educational process. This is not to say that the mission is solely one of transmitting information. The physical movement of our peoples across the border is now a continental phenomenon: American and Canadian companies operate industries and businesses on one another's geographical terrain; the flow of winter visitors to the southern United States and Arizona and California bolster those state economies; Canada is similarly dependent upon the recreation-bound Americans, summer and winter. To live in one another's midst calls for more than tolerance, since each seeks a measure of the other's bounty. Americans therefore need to know who Canadians are--their history, their problems, their aspirations. We are made neighbors by place, acquaintances by encounters, but can only be friends when we can converse with understanding. This basic introduction to Canadians should begin when receptivity is optimal: in the public school classroom.

In its earliest years the teaching of Canada in American public schools was left to chance (as it emerged tangentially within the context of American history or world history) or to the zeal and sense of

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[1] U.S. Bureau of the Census, Statistical Abstract of the United States: 1982-83 (103rd edition). Washington, D.C., 1982, p. 159.

responsibility emerging from some Canadian Studies specialists. When the National Defense Education Act established national resource centers for foreign languages and area studies in the 60's, Canada was not among them. Although many state departments of public instruction undertook revision of social studies curricula subsequent to the surge of interest in the centers, these new departures and additions were third-world oriented, and this of course did not include Canada. There was no single project for Canada such as the U.S.-Japan CULCON Joint Project on Education for National Understanding (under the auspices of both governments) to promote understanding through a curriculum at the elementary and secondary school levels. Nor were the textbook-based education systems nudged into action by the textbook industry--that perennial respondent to interests reflected in local adoptions. (To be sure, each constituency blames the other for this failure.)

But in 1973, the then-designated Office of Education took the important step of funding one Center of Canadian Studies: the Duke University Undergraduate and Graduate Center. This was followed in 1976 by the creation of another Title VI Center (undergraduate) at the University of Vermont. Subsequently, the University of Maine was funded in 1979 in a consortium format with Vermont, and in 1982 SUNY-Plattsburgh was added to the Northeast Consortium. We say these designations are significant because they gave national recognition to the importance of teaching Canada and have required that a certain amount of the Center budget be expended upon "outreach" programs. These Centers were judged as having resources necessary for their considerable intrusion into Canadian Studies because of their superior libraries, faculty expertise, and entree into the wider community. Obviously there were other strong and equally responsible Canadian Studies programs not so fortunate as to be selected for U.S. Federal support--partly because of the usual lack of funds. Thus the NDEA-chosen "Centers" were materially helped to draft new programs, including work with the public schools.

We also see the vitality of Canadian Studies as having benefited from the vision of the Donner

Foundation, an arm of two corporations--Canadian and American--which supported various Canadian Studies programs, including some workshops for U.S. public school teachers, in the early 70's. Further significant advances came about when the Academic Affairs Division of the Canadian Embassy began to support the outreach efforts of all Canadian Studies programs and to use them as the arms of a library enrichment program (however restricted). Some of this library support may have been misdirected because books were given to schools where there was no teaching interest. However, the effect upon most school libraries was more than positive. In addition, the Division supported panel appearances by Canadianists at regional meetings of social studies teachers and organized vivid representational activities at meetings of the National Council for Social Studies. The officers of the Embassy and the Consulate gave remarkable service to the public school constituents and began to act as a beneficial network for the Centers. Without their responses to academic needs no real national progress would have been made. Some occasional but helpful support for teachers' workshops has also been forthcoming from the provincial governments of Quebec and Alberta.

In the last ten years, across the United States, a goodly number of social studies teachers (often inspired by their own travel or a new awareness of historical connections) began including Canada in North American history courses beyond the Revolutionary War period. American Canadianists aided this movement. For some time faculty at the University of Maine had been about the business of reaching the public school teachers through Franco-American emphases. The University of Vermont was the first institution to offer a summer institute for public school teachers (1971). Michigan State University reached public school teachers through the dedicated offices of several School of Education and Department of English colleagues; Bridgewater State (Massachusetts) conducted effective training workshops for a number of years. Duke University began its intense cooperative effort to Canadianize the social studies curriculum of North Carolina in the mid-seventies. SUNY-Plattsburgh,

admitted as a full member of the Northeastern Canadian Studies NDEA Consortium, began a professional relationship with the State Department of Public Instruction in New York and co-developed a recommended Canadian curriculum at the high school level for its entire system; Western Washington chose the path of teacher training and publication of innovative supplementary materials. There were lone voices too. In California, CSU-Northgate began to hold training workshops on Canada and to participate in regional and state social studies meetings. In Louisiana, the Quebec delegation and the Consulate in New Orleans initiated emphases on French-Canadian culture.

Growth of an awareness of Canada among public school administrators and teachers became unmistakable. The hundreds of letters received by various Canadian Consulates, the Embassy and the Embassy Library, provide proof of the growing interest. We would judge that over the past five years many teachers decided the gap of understanding between the United States and her Northern neighbor had to be filled. Those who were located near (and were aware of) Canadian Studies university programs sought their help. Other teachers contacted Canadian Chambers of Commerce or Consulates. The important fact is that they usually did not get school help; it was rarely forthcoming from their school districts because of lack of funds and expertise. Neither library resources nor in-service workshops for Canada were high on the agenda of most school districts. The state systems, even when wrestling with global education, did not intensify a treatment of Canada. Only in North Carolina did the State Department of Public Instruction voluntarily include six weeks on Canada at the fifth and tenth grade levels in its social studies curriculum and seek material assistance from the nearest Canadian Studies Center, Duke University. But inside or outside the systems, Canadian Studies programs continued to satisfy what needs they could identify. Names of many individuals are written large in the brief history of Canadian Studies in the public schools. Their inspiration and work will be acknowledged elsewhere. For the sake of privacy, we have refrained from

identifying most of the teachers who participated in the survey.

In conclusion, the history of academic attention to Canada in American public schools has not differed greatly from that experienced in higher education. Canada was made known in an associative context within U.S. history curricula but only in the pre- and Revolutionary War time frames. American history was subjective. Most social studies programs continued to ignore teaching of contemporary relationships with countries other than those with whom there existed a crisis relationship--Western Europe, the Soviet Union, Japan, China.

Canadianists in the United States--academic pioneers, and generally not public school professionals or schools of education faculty--carried on individual programs because they recognized the need. As Canadian-U.S. relations came before the public eye more often (sometimes emanating from confrontations) a groundswell of interest appeared evident. To be sure, it appeared the farther one went from the border, the sparser the growth of Canadian Studies in the public schools--save for North Carolina, that exception in the pattern. In the last few years, however, progress has been made in Florida, Georgia, South Carolina, California and to some extent in Louisiana, due to a variety of the foregoing factors. This National Study found Canadian Studies, therefore, a historical fact in much of the North, a newcomer in spotty locations throughout the rest of the nation, and a comparative stranger everywhere. It is apparent to many that without a basic acquaintance with Canada during their public school years, Americans will not be equipped to be good neighbors. There is still a lot to be done.

SECTION II

METHODOLOGY

2.1 Preliminary Investigation

Any large-scale investigation demands both the commitment and expertise of individuals as well as adequate funding and support facilities. In addition, a study will require an approach for collecting data and reporting results and recommendations. This National Study was blessed with both funding from the Government of Canada and service support from six university Canadian Studies Centers. Preliminary discussions regarding the feasibility of conducting a National Study on the Teaching of Canada were held in Fall 1981. Once a group of American Canadianists were identified and initial plans for a National Study were formulated, reaction was sought from state educators active in international education or specifically interested in promoting the teaching of Canada. Subsequently a meeting was held with a group of state social studies supervisors (see Appendix A) at the 1981 Annual Conference of the National Council of Social Studies in Detroit. This was followed by talks with individuals involved in the dissemination of other area and world studies programs, with officials from the Department of Education in Washington, and with state supervisors who were familiar with classroom efforts to teach Canada. We also reviewed other large-scale studies on the teaching of Canada at the university and college levels: To Know Ourselves: The Report of the Commission on Canadian Studies by T.H.B. Symons; Reflections on the Symons Report: the State of Canadian Studies in 1980 by Jim Page; The Squat Pyramid by Richard Preston, and the seven studies related to the teaching of pre-college social sciences education prepared for the National Science Foundation. These preliminary discussions and literature reviews laid the groundwork for the beginning of the National Study on the Teaching of Canada in January 1982.

Plans called for the National Study to be conducted over a ten-month period. The time line of

activities included: the identification and conduct of seven site visits by April; development and distribution of a questionnaire by May; discussion of results and formation of recommendations by June; and an October submission of the report to the six Canadian Studies Centers, the Government of Canada and state educators interested in furthering the teaching of Canada.

2.2 Major Tasks

The seven major tasks of the National Study are highlighted in the following pages. These tasks were either identified in the planning stages or evolved during the conduct of the study itself.

1. Formation of a Consortium of University Canadian Studies Centers and an Advisory Committee to the National Study. The Consortium of six university Centers provided the necessary direction and manpower for organizing the Study, conducting field research, developing a questionnaire, analyzing results, and writing the final report. Members of the Advisory Committee assisted in the overall direction of the Study, critiqued the formation of the questionnaire and assisted with school visitations. In May 1982 members of the Consortium, the Advisory Committee, and other invited educators knowledgeable about teaching Canada attended a seminar at Quail Roost Conference Center near Durham, North Carolina, to discuss results of the study and advance suggestions for recommendations.

2. Formulation of a set of questions and an overall plan for the Study. The set of questions listed in Appendix C reflects the agreed-upon purpose of the Study. The questions represent both a preliminary statement of intent and a refinement that occurred as a result of site visitations. Once finalized, the questions provided a framework for the development of questionnaire items used in the survey for analysis of results and a means of organizing the final report. Plans for conducting the National Study identified two routes for data collection: a series of selective site visits that would give detailed accounts of factors that influence classroom teaching; and a questionnaire to survey teacher perceptions and their use of teaching materials. Both the descriptive accounts of site visits and statistical analysis of survey responses provided an empirical base for

conclusions and recommendations pertaining to classroom teaching of Canada.

3. Establishing lines of communication. To facilitate an exchange of ideas and provide directions for field research, a series of communiques was drafted that provided ideas for data collection, information concerning the questionnaire, and procedural details for field research. The communiques provided descriptions of the major tasks to be undertaken.

4. Organization of case studies. Underlying the need to visit particular school systems was the belief that local conditions shaped the teaching of Canada in the classroom. Based upon conditions considered to be of significance in the instructional process, eight situations were identified to generate case accounts of state or school systems. They were:

   (1) New York state--a large centralized state system
   (2) North Carolina--area served by an outreach program
   (3) Washington state--a decentralized state system
   (4) New England region--proximity to Canada with two Canadian Studies Centers
   (5) Mid-West states--proximity to Canada but without center support
   (6) Florida--centralized state system with international trade connections
   (7) California--large, influential and centralized state system
   (8) The private school system

   Case descriptions of the site visits are available from the Canadian Studies Center, Duke University.

5. Development of the Teaching Canada Questionnaire. The task of developing a concise but valid questionnaire was a major undertaking. Formulation of questionnaire items was based on

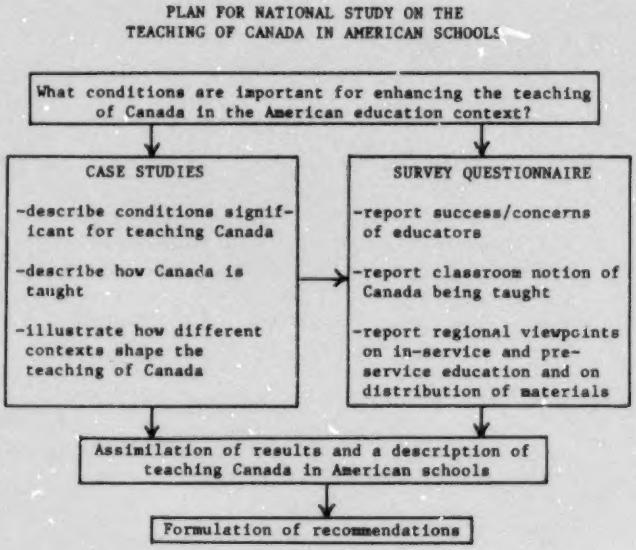
comments and observations made during the site visits, discussions with American Canadianists and state educators, and literature reviews. In addition, other reports were reviewed to establish formatting procedures for the questionnaire. A draft copy of the questionnaire was circulated to members of the Consortium and Advisory Committee for critique and validation. The comments were then used to prepare a final draft of the questionnaire (see Appendix D).

6. Distribution of the Teaching Canada Questionnaire. This time-consuming task required identifying a sample of teachers and subsequent mailing of questionnaires. The sample of respondents who received the questionnaire was constructed from mailing lists provided by the Canadian Consulate offices and by the six Canadian Studies Centers. Although some hand-sorting of names was conducted to eliminate duplications (some teachers appeared on more than one Canadian Studies Center list) and non-school educators, the final sample consisted of an uneven number of elementary and secondary teachers throughout the country who had requested or purchased materials on Canada during the past two years. Names were then placed on computer tape to produce mailing labels and create a mailing list for future use. The task of mailing questionnaires was completed at the Canadian Studies Center, Duke University. Follow-up letters to teachers were mailed regionally by the appropriate Canadian Studies Center.

7. Analysis of questionnaire responses. Responses from returned questionnaires were filed on computer discs at Duke University for analysis and storage. Statistical analysis reported frequency distribution of teacher background and responses to questionnaire items. In some cases cross-tabulations of responses were reported. Computer programs necessary for the analysis were completed by Helmut Feifs, a doctoral student at Duke University.

2.3 Overall Plan

The overall plan of the National Study is illustrated in the following diagram. The plan features the two routes used to collect data concerning the beliefs and practices pertaining to the teaching of Canada.


PLAN FOR NATIONAL STUDY ON THE TEACHING OF CANADA IN AMERICAN SCHOOLS
What conditions are important for enhancing the teaching of Canada in the American education context?
CASE STUDIES
-describe conditions significant for teaching Canada
-describe how Canada is taught
-illustrate how different contexts shape the teaching of Canada
SURVEY QUESTIONNAIRE
-report success/concerns of educators
-report classroom notion of Canada being taught
-report regional viewpoints on in-service and pre-service education and on distribution of materials
Assimilation of results and a description of teaching Canada in American schools
Formulation of recommendations

The case studies give an in-depth portrayal of particular school situations. Such accounts helped both in the planning of the questionnaire and in enriching the questionnaire responses. A synthesis of the eight case studies is reported in Section III; documentation of each case study is available from the Canadian Studies Center at Duke. A synopsis of teacher responses to the Teaching Canada Questionnaire is reported in Section IV. The analysis provides a "landscape" of teacher beliefs and practices formed by those who requested assistance in teaching Canada. Response data are not reported in the Study but are available on computer tape from the Canadian Studies Center, Duke University. The case accounts and the statistical analysis of what is reported to be the concerns and practices in American schools, along with a retrospective look at efforts of American Canadianists, provide the basis for conclusions and recommendations advanced in the final section of the report.

SECTION III

A KALEIDOSCOPE OF TEACHING CANADA

This section represents a synthesis of eight case studies conducted examining the teaching of Canada in the United States and portraying conditions of significance in the fabric of social studies. These sensitive and thoughtful studies represent the efforts of our colleagues in Maine, Vermont, New York, Michigan, California and Washington, as well as our own efforts in North Carolina, the Midwestern states, Florida and a few private schools.

What follows is first a "pulling together" of common threads no matter what their situational origin, and second a series of highlights illustrating successes and concerns of those American Canadianists and others interested in making a knowledge of Canada part of school efforts to increase world understanding. There is no single image that emerges from these case studies, but they form a kaleidoscope reflecting the diversity and breadth of continuing efforts to improve the teaching of Canada. The intent is to use these accounts of life in particular educational situations to enrich the quantitative analysis of teacher responses reported in the next section, and to substantiate recommendations of the Study.

3.1 Common Threads

Similar characteristics, or threads, exhibited by the case accounts, can be detected as one reads this section and the case studies appended to the report. They are:

1. The "outreach" programs of the several Canadian Studies programs of American universities are receiving recognition from a growing and appreciative constituency.

2. The most effective link between the American public school systems (the consumers) and the university Canadian Studies Centers (the dispensors) is the work of the Government of Canada's Academic Affairs Officers in the Consulates and the Embassy. No authentic exchange would be possible without this catalyst since the general public, and most teachers, first turn to Canadian Government sources when in need. This communications flow therefore reflects the current state of interest and has enabled the Government to be of material help to the Centers.

3. State social studies administrators and supervisors are professionally tuned to curriculum developments in international education which eventually bring them to an awareness of the importance of teaching about Canada. Sometimes the National Study itself (i.e., conversations with the interviewers) jolted them to say "Yes, we should be teaching Canada." In other instances they were moved to organize further in-service workshops or request additional resource materials for their districts.

4. The teacher is often attracted to the teaching of Canada by personal experience--ancestry, travel, friendship or study. Or the student body has similar connections and the teacher responds.

5. Classroom teachers now seek to teach "comparatively" and they find Canada provides an important and understandable base.

6. There is a universal call for more textbook inclusion of contemporary writings on Canada.

We are not trying to draw conclusions yet; despite the above areas of similarity, the case studies record a diversity of clientele and response as indicated by the following highlights.

3.2 Successes and Concerns

At this point we can sweep our kaleidoscope across a wide range of national activities and classroom experiences, region by region. Successes and concerns of those involved in promoting or teaching are best understood in terms of the situation expressed. As indicated in Section II, the case accounts are an in-depth description of eight situations thought to be important for fostering the teaching of Canada. What follows are capsulated statements of efforts and expectations, at times unique, by those involved and interested in teaching Canada.

Certain hallmarks of the Northern states' approach to teaching Canada are genealogical interests (strong familial ties), Francophone connection, commercial dependencies, and a new sense of striving to know one another better. Teachers in these states may function independently as curriculum-movers in their own schools and districts, but they rely heavily on Center and Consulate support. They are assisted in their teaching by physical nearness to Canada which facilitates study trips and exchanges. Some teachers in this region have had undergraduate or graduate training in Canadian courses. They have also been exposed more than others to innovative programs in global education and international curriculum. These teachers, with their desire for more contemporary Canadian material, must be both used and served if we are to increase the teaching of Canada in the Northern tier of American states.

The work of the University of Vermont in its accredited workshops for Vermont teachers, the University of Maine's close resource connections with the schools of its state, and the curriculum development of SUNY-Plattsburgh for the New York State system, are partly funded by the U.S. Department of Education, and occasionally by the Governments of Quebec and Canada. Each outreach program is undergirded by university programs in Canadian Studies and years of experience with the public schools. Let us consider the major findings of these studies for a moment.

The University of Maine, an early participant in the field of Canadian Studies, demonstrates that in its

area the teaching of Canada is treated both topically and comparatively--often as part of French classes, as part of experimental interdisciplinary courses, or as an integral part of North American studies. Almost all teachers identified as "teaching Canada" have participated in the University of Maine's workshops. The constituency of teachers appears to comprise many with family ties in Canada; Maine itself has a large Franco-American population; student interest is similarly related and thus, for this state, "the study of Canada is a natural extension of the environment." However, Maine administrators feel that the teaching of Canada is not firmly ensconced in local curricula. Facilitation of teaching efforts has been undertaken by the University of Maine with some support from the Boston Consulate, the Quebec Delegation, certain professional organizations, and by its own funding as an NDEA Title VI Center. Ties with parochial schools, teachers' organizations, and ethnic heritage programs are very important in this state. An N.E.H. grant focussing on ethnic heritage also helped to initiate some creative Franco-American materials and programs. The Maine case study reports the provision of limited materials and the enthusiasm of a few educators to be the present bases upon which the fairly rocky foundation for the teaching of Canada in the public schools rests. Its findings are, in themselves, an appeal for further support.

Maine shares a Northern tier podium for Canadian Studies with Vermont, where the needs, expectations, and practical programs for the public schools are not dissimilar. The case study conducted by the University of Vermont's Canadian Studies Center surveyed many schools in its area, where, it is said, "there is a strong awareness of Canada although Vermonters may not fully understand Canadians." General curriculum guidelines are not laid down in this decentralized system: local districts are allowed latitude in determining social studies curricula. But designated in the suggested state curriculum for seventh grade studies is the Western Hemisphere, excluding the United States; about 40% of that curriculum may be devoted to Canada. Canada is most often taught comparatively, as part of regional geography, with general backgrounding

provided. The teacher, however, may only choose to do this if he or she feels comfortably equipped.

Teachers also found Vermont children to be quite aware of Canada and often highly motivated to study it; this is obviously a different sounding than in some other states. One teacher said, "They see Canadians everyday--on TV or in the local department store." These children appear to relate better to Canadian history than to South American. Proximity enhances the interest but this means the teachers must work hard in the presentation of appropriate materials. Although many rely on texts, most turn to supplementary materials provided by the University of Vermont Canadian Studies Center, and the variety of materials supplied by the Consulate--i.e., Canadian Government publications and kits. A great need is expressed for more films and maps. Some older teachers remembered with pleasure the Embassy of Canada's Gift Book program in the seventies. The primary link for many teachers is with the University of Vermont's Summer Workshop program, where the examination of materials is a central feature. University credit and effective time-blocking for teachers are important incentives.

The State of New York social studies curriculum now bears the certain imprint of the SUNY-Plattsburgh Center for the Study of Canada. Case studies undertaken for this national overview suggest that, while some teachers develop Canadian Studies courses without attending workshops or field-testing SUNY's curriculum guides, these may be operating in school districts where there is a heavy concentration of Canadian-heritage students and, therefore, the natural enthusiasm runs high. For other districts, in-service training--such as that provided by SUNY-Plattsburgh--is the best avenue open to the developing teacher. The Center staff goes out to many schools and conducts innovative programs.

The textbook approach to teaching is still pervasive and many teachers decry the lack of a special, appropriate-level textbook on Canada or of an appropriate proportion on Canada in texts purporting to cover North America. Still, the case study asserts, school library resources on Canada are minimal everywhere and most teachers stressed the difficulty of

obtaining current materials on Canada. New York State teachers, like those elsewhere, resorted to "scrounging" and are heavily dependent on Consular materials. More films and audio-visuals are constantly sought. Here parents are an important resource in many classrooms.

The surge of interest in Canada in the elementary grades in New York State schools has now prompted the Plattsburgh Center to develop classroom materials for this constituency. At the senior high school level courses on Canada had already emerged as popular electives. (The Center's high school text, developed in cooperation with the New York State Department of Public Instruction, is now published and circulated by the state.) The case interviews show that teachers are especially interested in providing field trip opportunities in Quebec and Ontario for their students. Parents and local businesses often assist in those endeavors. They also make use of Canadian speakers, organize "Canada Days," and facilitate exchanges for youth team visits.

Center activities, Consular material support (the early library grants are still markedly missed), and policy-level cooperation between the SUNY Center and the state education network are all necessary to bring about a situation where teachers can be better equipped to teach Canada. This combination is working well in New York State.

The studies of North Carolina and Florida are state-intensive but suggest developments and futures for the teaching of Canada throughout the Southeast. North Carolina's remarkable commitment to "mandating Canada" in an international studies curriculum in the 1970's came about when a far-sighted group of social studies leaders, including the Chief State School Officer, succeeded in revising the entire social studies curriculum. The case study traces the history of teaching Canada in the North Carolina schools from this inception to its permanent place at the fifth and tenth grade levels. The Duke University Canadian Studies Center became the chief mentor and resource center for the teachers of North Carolina; its faculty and staff sought material help from outside sources (the Department of Education, the Donner Foundation,

the Department of External Affairs) for a continuous program of curriculum and materials production, a lending resource library, in-service training workshops, and annual summer workshops in Canada. All of these projects were developed in cooperation with and at the request of state social studies personnel. A substantial cadre of North Carolina teachers is now capable of providing independent leadership throughout the state.

The above saga includes threads leading to the larger Southeastern region: Duke's Center has assisted teacher training programs in Florida, Georgia, and Virginia in their beginnings. In each of these states the calls have come from social studies personnel who heard about Duke University's outreach program at social studies conferences, or from interested university faculty (rarely from education departments).

Florida's interest (always dependent upon local option) in teaching Canada can be traced to the work of several Global Education pioneers at Florida International University. Spurred by the need to include Hispanic culture in the regional social studies curriculum, they succeeded in getting the support of the Governor and subsequently built a remarkable intercultural training program in the Dade County system. Canada was a natural development in the international sequence. Some of this in-service training program has ceased due to lack of Federal funding, but enthusiasm among teachers remains high. The emergence of some new Canadian Studies programs at various branches of the University of Florida may provide greater assistance in the future.

Florida, where the presence of Canadians in tourism and other industries is so important, and where the media pay a fair share of attention to the Canadian presence, has been slow to recognize the need to include Canada in its target areas for social studies education. The Florida International University Citizenship Education (Title VI) program made the entry possible. It relied upon the Consulate-General (Academic Officer) in Atlanta for guidance, provision of visiting speakers, and workshop support. Duke University's outreach staff contributed to this in-service program from year to year and also made

presentations before other state groups of social studies teachers organized by the University of South Florida and Eckerd College, as well as several workshops at the state social studies conferences.

Teachers who were interviewed in Miami agreed that the "refugee problem" makes certain demands upon the curriculum and that significant Hispanic minorities occupy center stage. The Canadian retirement, banking and construction community does not touch the intimate lives of the Latin and Central American and Caribbean children who are the majority in many city schools. However, local business interests are now being urged to support the teaching of Canada in a belated awareness of the importance of understanding their considerable Canadian clientele. The social studies teachers of Dade County pointed out that the community college system, where most Hispanics will matriculate if they continue education after high school, is under the same international mandate from the Governor as is the state university system and should be a target area for the study of Canada. Community college graduates will go out to work with Canadians in many areas. Therefore the public schools--the feeder systems for those colleges--are attempting to introduce Canada at an early and meaningful level. The fact that Florida is far from the Canada-U.S. border does not make it less economically significant to the future of these students. The supportive work of the Atlanta Consulate in Florida's public schools is vital to its continuation and this case study identifies the prime movers within the state and the continuing local level needs.

Midwestern teachers who were contacted for this study exhibited their usual Midwestern independence and creativity. The cooperation of social studies personnel is crucial in the Midwest in order to introduce and/or institutionalize Canada in the various social studies curricula. Many educators have been in the mainstream of global and citizenship education since the early 70's; they are friends of Canada and can make a difference when funding is being debated, curriculum written or revised, or workshops scheduled.

The heavy load on the Consulates in Chicago, Detroit, Cleveland, and Minneapolis is being shared

increasingly by Canadian Studies programs and university faculty in the Midwest (Michigan State University, Northwestern, University of Minnesota-Duluth, University of Denver School for International Studies, University of Montana, and University of North Dakota). The public school teachers in this region suffer from isolation from one another; there are limited workshop programs in their areas where teaching about Canada can be introduced or updated. They are asking for help. The designs of their educational systems vary from rural to large urban constructs, and in those decentralized systems communication about curriculum is often lacking. A stellar program at a junior high school, teaching Canada in a new and compelling way, has existed for a number of years in Monroe, Wisconsin but has never been called upon to "share its wealth" with other teachers, not even in a nearby Milwaukee international school. Only the perceptive awareness of a Consular official finally brought the talented Monroe teachers to a national (NCSS) podium and ultimately to the attention of other state and regional educators. There are other similar opportunities.

Michigan State University's Canadian Studies Program did not present a formal case study but reported on its own activities and perceptions of Canadian Studies teaching in the public schools. Canada may be included in sixth grade geography or in ninth grade world history. (In a singular Detroit high school, there is found an elective course on Canada and some momentary dallying with Canada in French classes.) Nevertheless, the venerable Canadian-American Studies Program at Michigan State maintains an increasingly important relationship with the State Department of Education. In 1981 the social studies specialists made an evaluation of curricular tests which included, for the first time, a section on the treatment of Canada. It was also discerned that teachers throughout the state were teaching Canada on an ad-hoc basis; visits to Canada were being arranged school-to-school, community-to-community. The Canadian Studies program has now responded to requests for help by producing a voluminous Canadian supplementary text. This text should enhance the national teaching resource pool on

Canadian Studies and meet state needs. Michigan State, like other centers and programs, must depend wholly on its generous and cooperative faculty, and upon support from External Affairs and the Consulate in Detroit, for outreach resources. This effort undergirds a significant program and its cries for films, more books, more visiting speakers, must be heard.

Moving the social studies curriculum to focus on global education has been the work of social studies supervisors in several localities of the Midwest and these educators are now ready to include Canada more formally in the overall international rubric--particularly if help is forthcoming for in-service training, travel to Canada, summer workshops, and provision of contemporary materials. U.S. Federal funds for global education training, which initially sparked these studies, are no longer available. Much of the "global studies" interest is being transferred to "world cultural studies" and it is worthy of note that no more significant niche can be identified for Canadian Studies than here, where Canada can be "the first and logical step."

The impetus to teach Canada in middle western schools often comes from individual classroom teachers--large numbers of whom travel in Canada for vacations--or from a few social studies supervisors who are mindful of trends and studies enunciated by the National Council for Social Studies. But their aspirations fall short of the desired qualitative and quantitative mark in the Midwest because of the lack of available in-service training programs on Canada for which funds and resources are slim.

Farther west, the University of Denver School of International Studies served the teachers of its state and region for several years, under a Title VI Citizenship Education grant, holding workshops and producing concise contemporary material on Canada. This work continues as part of the regular global studies offerings. The collaborative effort of Western Washington's Center for Canadian and Canadian-American Studies and the Consulates in Los Angeles, San Francisco, and Seattle to promote ideas and resources has been notable in bringing the possibilities of teaching Canada to the attention of many school systems

in the Western states. Only in the last several years have some teachers been introduced to and assisted by classroom materials such as Western Washington's Study Canada series and Duke University's Year of the Maple Leaf. Case studies indicate progress is being made, though many teachers remain unaware of the availability of materials and possibilities for teaching Canada. In California the recent introduction of a History-Social Science Framework has eliminated specific reference to Canada at the sixth grade, though numerous opportunities exist at all grade levels in the new framework to teach about Canada comparatively. Workshops and summer institutes led by Western Washington University faculty members, Consulate-sponsored displays and receptions at national and regional social studies meetings, and emerging interest on the part of various California educators and Canadianists, are now strengthening the ability of an increasing number of teachers to incorporate studies of Canada into the state-mandated social studies framework. A universal call for low-cost, contemporary, and "personal" Canadian materials is heard in California at a time when continued budgetary restraint in education limits the availability of district instructional materials. It appears critical that the support of these pioneering efforts be continued in such a large and influential state system.

The case study of Washington indicates there is a growing sense of responsibility to teach more about Canada in the public schools curriculum and an increase in student awareness because of certain new tensions arising from the region's proximity to Canada. The investigators put it succinctly: "In Washington, Canada is a part (although a vague part) of most people's consciousness." Frequently, teachers depend upon their own collected materials and locally developed curricula to help decide what they teach.

To handle such diversity in school social studies programs, Western Washington University has prepared an exportable workshop program, based on three Study Canada teaching units. The program of this Center has extended beyond its boundaries, to California and to the Northern tier of the Midwest, which is in itself proof of its efficacy. Like other workshop programs

for the public schools, its promulgation often depends upon the personal interest of a few. Fired by the vision of what can be done in a state where cable television from Canada is available for use in the classroom, one teacher still maintained in an interview that "Canada is a nearby country which gets slighted in the regular curriculum." Although the easy access to Canada (in terms of travel and communication) remains the chief inspiration for its teachers and the source for student understanding, the only agencies for facilitating the teaching of Canada in the state of Washington are the Canadian and Canadian-American Center at Western Washington University and the Consulate office in Seattle. This case study of a decentralized public school system concludes with advice that: "...curriculum ultimately rests with the respective schools. To provide an opportunity to add Canada to the curriculum of a local district, an administrator or principal or teacher must be interested. This is best accomplished by workshops and direct contact with educators."

Now a few words for the private schools--a facet of American education which cannot be denied but was not a part of this mainstream study. They obviously need attention, but such particular attention that they should be the subject of a different study--we need to know these teachers and their students more intimately in order to make judgments suggesting appropriate paths to effective teaching of Canada. From our selected conversations and observations we can say that the engine is there--in some parts of the United States, close to the Quebec border and in Louisiana, there is a special entree in the parochial schools and local cultural ties to Quebec and Canada are strong. The teacher preparation, often associated with the French language, is excellent. In most private and parochial schools there is also much freedom to choose curriculum. The problem is thus both arresting and puzzling: how to reach the private school teacher who probably does not have access to the bureaucratized resources of the public school network? We can only honor those who are presently exhibiting leadership and raising the level of understanding for the U.S.-Canadian relationship in their daily classrooms.

Summary

The case studies are sectional novelettes. When fleshed out, they suggest common threads of human significance, situational influences, and unique dialogues among educators and students that reflect an increasing awareness of the importance of learning about Canada. The most visible thread connecting academic enterprises is the concern and inspiration of the Consulates and the Embassy.

Where the dialogues are fainter it is because the teachers have no ready access to the Canadian presence or the reasons for including Canada remain unclear. Textbooks have not done the job and the overworked classroom teacher still depends upon them as primary resources. A difference of approach is discerned as one reviews the Center programs; this is due to the range of educational structures and systems, geographical locations, etc. Where enthusiasm has been undergirded by Center and Consular support, instruction on Canada has flourished. These studies show that it has already happened in spotty areas across the map. When that happens, the committed teachers--many of whom have visited Canada, have encountered Canadian materials at social studies conferences, or have been in touch with the Consular offices and university Centers--become advocates for the teaching of Canada. Some of these same teachers often assume leadership roles in their school systems and influence others in the teaching of Canada.

SECTION IV

A SYNOPSIS OF TEACHING CANADA

This section provides a broad picture of teachers' perceptions of factors that influence their teaching of Canada as well as their reported use of classroom materials. Description is based on a statistical analysis of a large number of teacher responses to the Teaching Canada Questionnaire (see Appendix D) developed specifically for the National Study. The first part of the section outlines a profile of teachers who responded to the questionnaire while the second part provides an analysis of responses, organized according to the purposes of the Study.

4.1 Profile of Respondents

Four hundred sixty-seven teachers responded to the Teaching Canada Questionnaire. This response represents 34.7% of the 1,345 questionnaires mailed to educators in 45 states. Table 4.1 indicates most responses came from teachers in the states of New York, Michigan, and California.

Table 4.1

Distribution of Teacher Responses by State

	f	%
New York	89	19.0
Michigan	59	12.6
California	58	12.4
Ohio	37	7.9
Washington	26	5.5
North Carolina	24	5.1
Vermont	24	5.1
Texas	15	3.2
Georgia	14	3.0

There are two points of clarification concerning the response rates of teachers. First, no attempt was made to be systematic in the sampling of American teachers. Since our intent was to obtain as comprehensive a description as possible, we surveyed those elementary and secondary teachers who had, in the past two years, requested materials from seven Canadian Consulate-General offices and six university Canadian Studies Centers. No sampling procedure was used to select names of respondents from lists provided by Consulate-General offices and university Centers. With some modification, the lists for request of materials became the sample for the questionnaire. However, the lists were of variable length with the greatest number of requests going to the California, Michigan, and New

York Consulate-General offices. Consequently the distribution of responses should not be interpreted as a concentration of commitment to the teaching of Canada. Second, the manner in which teachers were selected suggests a somewhat "Canadian" bias. We deliberately used names from lists that implied individuals were either teaching Canada, or at least had expressed an interest in teaching it, because we assumed they would be in a strong position to comment on the conditions which restrict or enhance the teaching of Canada. Of those who had requested materials from Consulate-General offices and/or university Centers, only 26.3% indicated on the questionnaire that they had never taught Canada. Results of the questionnaire, therefore, should be viewed as representing a strong Canadian perspective.

Specific characteristics of the respondents indicate the following profile:

1. Ninety percent (N = 425) teach in the public school system.

2. A little over half indicated that they teach elementary grades. Nearly 60% (N = 283) teach grades one to eight, whereas 40% (N = 193) teach grades nine to twelve.

3. Most of the teaching of Canada occurs in the fifth, sixth, seventh, ninth, and tenth grades. Of those who responded, 24.2% indicated most teaching occured in the ninth grade, 18.8% indicated sixth grade, 16.2% indicated fifth grade and 11.5% indicated tenth grade.

4. Over half indicated they teach in rural to medium size communities. Rural communities are where 28.4% teach, while 23.3% teach in small cities. Suburbs of large cities were the teaching locations of 17.6% of the respondents.

5. At the start of the 1982-83 school year, the average teaching experience of those who responded was 14.6 years. Respondents' average length of

stay at their current school was just under 10 years.

6. The majority of the respondents held Education degrees. A little over a quarter (25.8%) had Master's degrees in Education, while 18% of those who responded indicated Bachelor's degrees in Education. This dominant pattern of university training compares with only 5% of those who had Master's degrees in history and 3.5% who had Bachelor's degrees in political science. Other areas of academic training were of lesser importance.

7. Three quarters indicated that they have attended summer workshops in Canada. Of those who attended workshops, 70% indicated they had attended summer sessions about other world areas or countries other than Canada. The largest proportion (30.1%) had attended sessions on Europe, whereas a smaller percentage (15% to 17%) had attended workshops on the Far East, Latin America, and the Middle East.

In summary, most respondents are from the heavily populated states of New York, Michigan, and California, and tend to teach in rural communities or suburbs of large cities. There are slightly more elementary teachers teaching mostly at the fifth, sixth and seventh grades. Responses from secondary teachers indicate grades most frequently taught are the ninth and tenth. Responses to the questionnaire indicate teachers have an average of 14 years of teaching experience, with about three quarters of their teaching occuring at their current school. The largest proportion of teachers has completed academic training in education at the Master's level, while only a very small proportion have degrees in history and the social sciences. A high percentage of those who responded attended some type of summer sessions on Canada and on other world areas or countries.

4.2 Analysis of Teacher Responses

Analysis of teacher responses to the Teaching Canada Questionnaire is reported in four sections. The first section describes the aspects of Canada which are emphasized in elementary and secondary classrooms. Sections two and three report those personal and situational factors which respondents indicated to be significant influences in their teaching. Section four describes the quality of instructional materials that teachers consider to be most useful when teaching Canada.

The analysis of responses is based on 467 questionnaires that were mailed to teachers, who during the past two years had requested instructional or resource materials either from Canadian Consulate offices or from one of the six university Canadian Studies Centers. Their responses constitute the expression of a small but highly professional group of American educators who indicate in some way a commitment to teaching Canada--often among other well-developed interests in area studies.

4.21 Teaching Emphasis on Canada

There are a range of factors that can influence what one emphasizes in teaching a world area of study. State curriculum guides and textbook allocation plans are major factors in shaping the Scope and Sequence of a social studies program. Many state systems and large urban school districts employ curriculum guides and prescribed textbooks as a means of exercising some degree of control over the nature of the emphasis in teaching.

On the other hand some states and district school systems (e.g., State of Washington) provide only general guidelines for teaching, and leave details related to emphasis to the professional judgment of the classroom teacher. In this case, the teacher "interprets" what is significant for students to learn in terms of availability of materials, traditional teaching topics and personal interests arising from academic training, travel, and educational trends. Moreover, within each teaching situation there are the more immediate concerns of allocating class time, how a topic "fits" a program, the type of appropriate teaching materials available and the confidence one has in dealing with a topic, particularly if the topic is new to the teacher. Undoubtedly, these and other conditions provide a context within which teachers make decisions concerning whether or not to teach Canada and if so, what to emphasize. In order that these conditions be recognized, the Teaching Canada Questionnaire asked teachers the following open-ended question: "If you have taught Canada recently, list the topics and class activities which you emphasized in your teaching." Hand-sorting of the returned questionnaires provided a range of teacher topics on Canada. Table 4.2 indicates topics most frequently mentioned by respondents.

Table 4.2

Topics Most Commonly Mentioned by Respondents as Being Taught in Their Classrooms

1. Parallels in development of U. S. and Canada
2. Geography
   Government
   French Canada or French Influences (Language and Customs)
3. Economy
4. Ethnic customs, cultural aspects
   History
5. French and Indian Wars
   Current Events
6. Migration of Early Settlers
   U. S.-Canada Relations

Although respondents indicated a wide range of classroom topics on Canada, there was stronger agreement on what they believed students should know about Canada. Response to the multiple choice question, "The most important idea a student should know about Canada is:" (see Table 4.3) indicated that of those who have taught Canada, 47.0% believe that interdependence should be the most important idea for students to learn. This is significantly greater than the often-espoused idea of need to study differences between countries (13.46%) or similarities between countries (12.40%).

Table 4.3

The most important idea a student should know about Canada is:

	f	%
how Canada is similar to the U.S.	47	12.40
how Canada is different from the U.S.	51	13.46
what Canadians think of Canada-U.S. issues (e.g., acid rain)	8	2.11
how the two countries are interdependent	178	46.97
how Canadians view world issues and events	18	4.75
the role of Quebec within Canada	23	6.07
other (indicate)_____	28	7.34

A comparison of responses from those states which had a large return rate indicated a consistent belief among teachers of the importance of interdependence (see Table 4.4).

Table 4.4

Recognition of Interdependence by Selected States

State	f	%
California	24	53.3
Michigan	22	52.4
North Carolina	11	47.8
New York	40	52.6
Ohio	13	42.0
Washington	11	55.0

Moreover, state proximity to the Canada-U.S. border does not appear to be a factor in concern for interdependence.

4.22 Teacher Factors

Human considerations are always a significant dimension of teaching. Each teacher has personal preferences and information sources for teaching, though each shares with colleagues certain common concerns. When developing items for the Teaching Canada Questionnaire, we realized the need to include factors teachers frequently considered important in their teaching. Based on prior interviews with classroom teachers, school visits as described in Section III, and other related studies on social studies teaching in American schools (e.g., National Science Foundation reports), we identified three factors that appeared to be of major importance to classroom teaching of Canada. They are: (1) sources of information; (2) concerns in lesson planning; and (3) teacher confidence in dealing with new ideas.

(1) Information Sources

Analysis of teachers' views of significant information sources is based on five items from the Teaching Canada Questionnaire. The items asked both those who "had" and who "had not" taught Canada either to rank, rate, or select the best choice of what institution or individuals they turned to regarding ideas and materials for teaching. One item asked teachers to rate information sources for any innovation, while the remaining four items dealt with aspects of teaching Canada.

In the item regarding new developments in education, ratings of usefulness for eleven information sources were highest for other teachers, university courses, in-service, summer workshops, professional publications, commercial and government publications (see Table 4.5).

Table 4.5

How useful do you find each of the following as a source of information about new developments in education?

	Very Useful		Somewhat Useful		Not Useful		No Contact	
	f	%	f	%	f	%	f	%
teachers	119	28.95	239	58.15	29	7.06	24	5.84
principals	30	7.39	176	43.25	15	36.95	50	12.32
local specialists/coordinators	62	15.38	168	41.69	70	17.37	103	25.56
state department personnel	20	4.91	110	27.03	85	20.88	192	47.17
university courses	114	27.87	162	39.61	27	6.60	106	25.92
one day in-service sessions	124	30.39	166	40.69	25	6.13	93	22.79
summer workshops/institutes	221	54.17	83	20.34	11	2.70	93	22.79
education conferences	130	32.26	159	39.45	31	7.69	83	20.60
professional publications	124	30.17	222	54.01	31	7.54	34	8.27
commercial materials	151	36.83	221	53.90	16	3.70	22	5.37
government publications	143	34.71	200	48.54	24	5.83	45	10.92

However, there appeared some difference among respondents concerning the degree of usefulness of university courses, one-day in-service sessions and summer institutes. The sources of information that received the highest rating of "not useful" were principals and state education department personnel. Of those who responded, 47.1% indicated they had had no contact with state education department officials.

Four questionnaire items collected data on how teachers viewed selected information sources for teaching Canada. Nearly 30% of those who responded indicated personal study and travel was their most important means of learning about Canada (see Table 4.6).

Table 4.6

What was your most important source for learning about Canada before you taught it?

	f	%
class text	69	18.25
institute/workshop	37	9.79
personal study and travel	109	28.84
contacts with Canadian people	19	5.03
university course work	16	4.23
reference books	54	14.29
newspapers and magazines	22	5.82
other (indicate)_____	20	5.29

Specific sources of information most frequently identified by those who teach Canada were class textbooks and reference books.

In addition, dependence on printed information sources (reference books and newspapers) is also evident in rankings of all teachers when asked "to whom or what they would most often turn when wanting information about the geography and economy of Canada" (see Table 4.7).

Table 4.7

When needing information about the geography and economy of Canada indicate by ranking to whom or what you would most often turn.

	First		Second		Third		Fourth	
	f	%	f	%	f	%	f	%
district/school supervisor	7	1.87	18	4.56	35	7.33	112	29.87
other knowledgeable teachers	31	7.66	61	14.95	188	46.08	105	45.74
university scholars	16	4.11	31	7.77	97	24.94	109	28.02
reference books	325	7.90	95	2.02	24	5.31	7	1.55
newspapers and magazines	92	20.40	263	58.31	65	14.41	32	4.89

In asking teachers what they consider to be the most effective means of increasing their knowledge of Canada, slightly over a quarter indicated they preferred summer institutes and guided travel sessions, two practices commonly conducted by area studies centers and world-oriented projects. Table 4.8 illustrates those aspects of a summer workshop on Canada most beneficial.

Table 4.8

If you were to attend a workshop on Canada, indicate by ranking what you would consider to be beneficial.

	First		Second		Third		Fourth	
	f	%	f	%	f	%	f	%
learning more background information about Canada.....	130	29.63	92	21.0	77	17.58	54	12.39
developing teaching materials and lessons.....	95	21.89	100	23.04	69	15.90	78	17.97
experiencing Canada first-hand.....	192	43.94	81	6.54	51	11.69	43	9.37
working with others in developing materials.....	21	5.00	54	12.84	79	18.95	97	70.76
collecting teaching materials.....	59	13.63	81	15.71	90	20.79	95	21.74
establishing professional contacts with Canadians.....	28	6.62	68	16.03	59	13.48	43	10.17

As expected, most (44%) said they value first-hand experience. Other aspects of a summer workshop seen as beneficial were the need to learn more background knowledge about Canada and the opportunity to develop teaching materials. Professional contacts with Canadian educators received a low ranking of importance. Of those who had already travelled in Canada, their major purposes for going were for family vacations and for visiting friends. Table 4.9 indicates educational reasons were not a strong factor for travel, even among a group of teachers committed to teaching Canada.

Table 4.9

If you have recently traveled to Canada, what was your major purpose for going?

	f	%
attend a workshop in Canada	23	7.40
see more based on attendance at a workshop in Canada	5	1.61
see Canada, sparked by attendance at a workshop in the U.S.	16	4.82
take my family on a trip	121	38.91
collect more teaching materials on Canada	14	14.50
visit with friends and relatives	38	12.22
other (indicate)	75	24.12

In conclusion, teachers consider printed materials their most important source of information, though they perceive first-hand experiences, and group-oriented activities such as workshops and summer institutes, as beneficial. Their responses regarding what is important and what is perceived as important in teaching topics about Canada corroborate other current reports on curriculum development projects. What appears somewhat different between teachers involved in such a diffuse undertaking as teaching about Canada and those involved with a more focussed curriculum development effort (e.g., "Law Education") is the heavy reliance on printed materials. When asked to which source they most often resort when seeking teaching materials, a little less than half of those who have taught Canada identified Canadian Consulate offices as the major source for receiving instructional materials in the United States.

(2) Lesson Planning

Planning what and how to teach is a central concern of teachers. What does vary, however, is the amount of effort and detail teachers exercise in planning. When asked what factors were significant for

preparing lessons on Canada, most respondents ranked adequate knowledge (47%) and availability of materials (32.3%) as most important (see Table 4.10).

Table 4.10

When preparing lessons on Canada, indicate by ranking what factors you consider significant.

	First		Second		Third		Fourth		Fifth	
	f	%	f	%	f	%	f	%	f	%
adequate knowledge about the topic	215	47.25	120	26.37	74	16.26	34	7.47	4	.88
time to organize a series of class lessons	40	9.05	93	21.14	121	27.38	158	35.75	19	4.30
support from school and district supervisors	9	2.18	25	6.05	18	4.36	41	9.93	228	55.21
parental support for what you teach	8	1.95	14	3.41	13	3.16	16	3.89	105	25.55
ready availability of materials	147	32.33	108	23.79	118	25.99	62	13.66	10	2.20
student interest	103	22.84	126	27.94	103	22.34	90	19.96	18	3.98

In addition, student interest was also ranked a major concern. Advocacy from school staff and parents was not considered an important preparation factor for teaching Canada.

A second consideration when planning lessons is the selection of appropriate instructional materials. Table 4.11 illustrates nine features teachers often consider important.

Table 4.11

When selecting textbooks and other teaching materials on Canada, indicate by ranking what features you consider important.

	First		Second		Third		Fourth		Fifth	
	f	%	f	%	f	%	f	%	f	%
number of illustrations and maps.....	28	6.47	69	15.94	63	14.55	70	16.17	54	12.47
readability.....	234	53.06	58	13.15	44	9.98	32	7.26	23	5.22
review questions and quizzes.....	4	.98	23	5.61	27	6.59	35	8.54	40	9.76
background knowledge for me..	52	12.21	52	12.21	42	9.86	34	7.98	46	10.80
interesting student activities.....	72	16.51	87	19.95	80	18.35	48	11.01	63	14.45
emphasis on skill development.....	23	5.57	54	18.08	68	16.46	63	15.25	48	11.62
emphasis on concept develop....	54	12.33	83	19.26	73	16.94	66	15.31	52	12.06
problem-solving activities.....	10	2.42	34	9.23	38	9.20	31	7.51	58	14.04
suitability for use with existing courses.....	76	17.67	60	13.95	25	5.81	43	10.00	27	6.38

Of those who responded, slightly over half (53.0%) ranked readability level the primary concern when selecting instructional materials. Other considerations receiving a high ranking were "interesting student activities," "emphasis on conceptual development," and the "suitability of materials with existing courses." Concern for background knowledge and suitability for use with existing courses received a range of rankings. The features of instructional materials considered least important were review questions and quizzes.

(3) Teacher Confidence

Although a somewhat vague and diffuse notion, confidence is perhaps the single most important factor for successful implementation of new ideas. Three questionnaire items attempt to elicit what individuals value as significant in their teaching.

When asked what they valued most in teaching Canada for the first time, respondents ranked "knowledge about Canada" and "appropriate teaching materials" a priority (see Table 4.12).

Table 4.12

When teaching Canada for the first time, indicate by ranking what you value as important.

	First		Second		Third		Fourth	
	f	%	f	%	f	%	f	%
prior experience from teaching other countries.....	50	12.05	62	14.94	117	28.19	69	16.63
appropriate teaching materials.....	165	37.41	169	39.32	80	18.14	22	4.99
in-service sessions my teaching.....	12	3.10	41	10.59	42	10.85	83	21.45
colleagues to share and discuss my teaching.....	16	4.15	26	6.74	45	11.66	80	20.73
support for class enrichment activities	9	2.24	41	10.20	89	22.14	114	28.36
knowledge about Canada.....	247	55.63	128	28.83	44	9.91	13	2.93

Other considerations were not highly ranked. In terms of reasons for being interested in teaching there is great diversity among choices listed. In addition, a third of the respondents indicated reasons other than those listed. Personal reasons based on travel to Canada (17.3%) and a recognition of growing importance in Canadian-American relations (16.0%) were most frequently identified (see Table 4.13).

Table 4.13

The major reason why you became interested in teaching Canada was as a result of:

	f	%
attendance at social studies conferences.....	15	4.00
attendance at a summer institute.....	20	5.33
travel in Canada.....	65	17.33
contacts with Canadians.....	18	4.80
growing importance of Canada-U.S.relations.....	60	16.00
contact with Canadian Consulate offices.....	9	2.40
contact with Canadian Studies Centers at American universities.....	23	6.13
course work at a university.....	9	2.40
other (indicate)_____.....	124	33.07

Table 4.14 indicates where teachers felt they could make the greatest improvements in their teaching. A third (32.6%) suggested the need for more appropriate student materials and 21.1% expressed the need to develop better teaching ideas. Concern for improvements in instructional matters was followed by the need for more background knowledge (14.7%).

Table 4.14

The greatest improvement in your teaching of Canada would occur if you had:

	f	%
more appropriate student materials	122	32.62
more background knowledge	55	14.71
greater opportunity to develop better teaching activities	79	21.12
more interaction with educators about teaching Canada	39	10.43
better reference books	6	1.60
better visual aids for instruction	33	8.82
other (indicate)_____	15	4.01

In response to another item, slightly more teachers indicated that "summer institutes/workshops" were a more effective way of increasing their knowledge of Canada than the more commonly desired approach of "guided travel" (see Table 4.15).

Table 4.15

If you needed to increase your knowledge of Canada, indicate by ranking what you would consider effective.

	First		Second		Third		Fourth	
	f	%	f	%	f	%	f	%
university course work	44	10.43	50	11.90	59	14.05	68	16.07
summer institute/workshops	151	34.95	116	26.85	58	13.43	59	13.66
personal study	114	25.03	94	31.17	102	22.97	72	16.22
guided travel	133	30.50	98	22.45	67	15.37	48	11.01
reference books	40	9.38	64	14.65	83	18.71	95	21.74
one day in-service session	38	9.13	55	13.22	55	13.22	57	13.90

Overall, it would seem that many teachers appear concerned about a lack of background knowledge when teaching Canada for the first time, but during subsequent efforts consider instructional practices as the central area in which improvements are to be made.

4.23 Situational Factors

Any educational situation, even if it is in a state of change, is often considered a dominant influence of instruction. In this study a situation is defined as school, district, and state educational conditions that influence classroom teaching of Canada. Although financial and policy matters are acknowledged as a significant influence, they were not examined in the study. Information obtained from the Teaching Canada Questionnaire provided a wide-ranging set of responses to situational conditions, whereas the case studies provide a more in-depth account of particular situations. The construction of items was based upon earlier interviews with teachers and, to some degree, reports of other recent large-scale investigations of curriculum projects (e.g., National Science Foundation, 1978).

Table 4.16 reports teacher responses for twelve factors commonly considered influential in school programs. For teachers, the important factors which shaped the teaching of Canada (besides the prevalent concern for insufficient funds) were quality and amount of teaching materials and preparation time. Forty percent identified "out-of-date teaching materials" and "inadequate library references" as a serious problem. Concern for "compliance with state curriculum guidelines" and belief of the importance for teaching Canada were seen "of moderate concern" to "not of significant concern" by the majority of teachers. It is interesting to note that lack of student and teacher interest and administrative support were factors not considered of serious concern for the teaching of Canada.

Table 4.16

The following factors may affect the teaching of Canada in your school. In your opinion, how important is each of the following?

	First Of Serious Concern	Second Of Moderate Concern	Third Not of Significant Concern
compliance with state curriculum guidlines.....	80 18.96	172 40.76	170 40.28
belief that teaching Canada is less important than other social studies topics.....	87 21.17	16 38.93	104 39.90
insufficient funds for purchasing teaching materials.....	192 45.82	143 34.13	84 20.05
lack of materials for individualizing instruction.	155 36.99	162 38.66	102 24.34
out-of-date teaching materials.....	169 40.63	148 35.58	99 23.80
insufficient numbers of textbooks.....	133 32.69	97 23.49	181 43.83
lack of student interest in Canada.....	78 18.89	148 35.84	187 46.28
lack of teacher interest in Canada.....	93 22.25	139 33.25	186 44.50
teachers inadequately prepared to teach Canada....	162 38.85	161 38.61	94 22.54
lack of teacher planning time.....	145 35.02	167 40.34	102 24.64
lack of administrative support.....	78 18.98	121 29.44	212 51.58
inadequate library reference.....	73 39.29	36 42.86	15 17.86

Table 4.17 reports differences in how teachers view school library resources. Responses show that 28.3% of teachers reported their library had hardly any books about Canada, whereas another 20% indicated their library had adequate current books and magazines about Canada.

Table 4.17

What best describes your schools' library resources about Canada?

	f	%
hardly any books	106	28.27
only reference books	68	18.13
some out-of-date books	57	15.20
adequate number, but dated books	60	16.00
adequate number of current books	61	16.27
numerous current books and magazines	12	3.20

Yet, when asked where they obtained materials for teaching Canada, only slightly more than 20% of the respondents reported local resources, either school libraries, district resource centers, or community resources (see Table 4.18).

Table 4.18

When seeking teaching materials on Canada, to which did you most often resort?

	f	%
district resource centers	17	4.45
school libraries	60	15.71
Canadian consulate offices	162	42.41
university centers and libraries	28	7.33
newspapers and materials	33	8.64
personal resources of other teachers	10	2.62
community resources	8	2.09
other (indicate)_____	38	9.95

In terms of curriculum influences, a surprisingly small percentage of respondents indicated state and district curriculum guides were an influence. Over half (53%) indicated a "self-developed teaching unit" was the most important factor for influencing what they taught about Canada. Given the importance of personal sources of information (i.e., study and travel, use of

reference books and class texts) and self-developed teaching units to respondents (see Table 4.19), it seems that the sequence of teaching topics listed in curriculum guides is not a major determinant of whether Canada will be taught.

Table 4.19

Indicate the curricular factor which most influences WHAT YOU TEACH about Canada.

	f	%
a state social studies framework or guide...	46	12.37
a district social studies course of study...	57	15.32
a school social studies curriculum.....	44	11.89
a self-developed teaching unit.....	197	52.96
other (indicate)_____.....	24	6.45

To some degree, this position may be a reflection of those teachers who participated in the study--experienced and established in a suburban and/or rural community and somewhat independent and confident of what they teach in their classrooms. Although a good many of the respondents reported they participate with others in summer workshops or institutes, they tend not to interact with others at the school or district level over matters concerning the teaching of Canada. The control factors appear to be personal interests and availability of good teaching materials. Finally, numerous conversations suggest that situational influences are so subtle and complex that even for teachers in the situation it is difficult to identify what is of benefit to their teaching. It may be that for those interested in promoting the teaching of Canada, the loosely-defined nature of what they advocate and the lack of time, money, and interest to establish and maintain local contacts simply cannot create situational conditions that become influential in infusing, on a large scale, ideas that are somewhat peripheral to the scope and sequence of American social studies programs.

4.24 Teaching Materials

Of paramount concern to a teacher is the availability of instructional materials. They are used in classrooms as student readings for answering questions, as directions for conducting class activities, as a resource for student projects, and as background knowledge for the teachers. The significance of materials tends to be "intepreted" by teachers in terms of conditions ranging from curriculum outlines to teaching style. Many of these concerns are shared among colleagues. To describe the kinds of materials teachers found most helpful in teaching, the Teaching Canada Questionnaire asked a series of questions concerning teacher preference for materials and specifically, to what degree they were using materials on Canada from university programs and Consulate offices.

Table 4.20 reports how often teachers used six kinds of materials for their teaching.

Table 4.20

Circle the appropriate number that indicates how often you used the following types of materials in your teaching about Canada.

	Most of the time		Some of the time		Occasionally		Not at all	
	f	%	f	%	f	%	f	%
Canadian Consultate materials.....	147	37.22	115	29.11	88	22.28	45	11.39
a commerical textbook.....	155	40.26	93	24.16	54	14.03	83	21.56
curriculum units developed by Canadian Studies Centers.....	58	15.93	62	17.03	48	13.19	196	53.85
school or district developed materials.	28	8.00	56	16.00	44	12.57	222	63.43
personally developed materials.....	205	53.52	121	31.59	40	10.44	17	4.44
local library resources.....	67	17.68	143	37.73	117	30.87	52	13.92

Over half (53.5%) indicated use of personally-developed materials most of the time. Other materials frequently used were commercial textbooks (40.2%) and Canadian Consulate materials (37.2%). It is disappointing to note that slightly over half of the teachers had not used teaching units developed by university Canadian Studies programs.

Examination of responses by those who were familiar with materials developed by Canadian Studies

Centers indicated a range of uses and preferences (see Table 4.21).

Table 4.21

For each of the curriculum materials listed below, circle the appropriate number.

	Have Seen But Not Used		Have Used In Teaching		Have Used and Will Use Again		Have Never Seen	
	f	%	f	%	f	%	f	%
A Canadian Vocabulary (Michigan State)	9	2.31	6	1.54	3	1.62	371	95.37
Canadian Studies Teaching Strategies and Resource Guide for the Secondary Level (SUNY at Plattsburgh)	32	8.18	25	6.39	29	15.68	305	78.01
Canadian Studies Syllabus and Resource Guide for Elementary Teachers (SUNY at Plattsburgh)	29	7.51	23	5.96	19	10.27	315	81.61
Canadian Studies: A Syllabus for the High School (SUNY at Plattsburgh)	30	7.75	12	3.10	22	11.89	323	83.46
Considering Canada (Maine)	16	4.15	15	3.89	9	4.86	346	89.64
Portrait of Canada (Duke)	21	5.36	25	6.38	22	5.61	323	82.40
Study Canada: International Outlook (Western Washington)	20	5.13	20	5.13	16	4.10	334	85.64
Study Canada: Overview (Western Washington)	24	6.12	18	4.59	24	6.12	326	83.16
Study Canada: Resource Use (Western Washington)	20	5.19	12	3.12	16	4.16	337	87.53
The Year of the Maple Leaf (Duke)	14	3.62	15	3.88	25	6.46	333	86.05

The responses pertaining to awareness and use of ten different curriculum materials should not be interpreted as a preference for one Center's materials over the other, but instead, a pattern of use and a desire to use the materials repeatedly by a small group of teachers. However, the point remains that Center-developed materials are not being used by educators interested in teaching Canada--either because they are not aware that the materials exist, or even if they are aware, there are local reasons, such as limited district funds for materials, that impede classroom use.

Examination of where materials are used indicated no great difference among size of communities. Most teachers, aware of or using the materials, reported they teach at the fifth, sixth, and ninth grades. It is interesting to note that most teachers are familiar with materials beyond those produced by their immediate

Center. For example, in the states of Maine, Michigan, and North Carolina, teachers are aware of a range of materials developed by other Canadian Studies Centers. This should not be seen as a teacher preference for a particular type of curriculum material, but simply as an indication that areas with university Centers benefit from dissemination not only of information about locally developed materials, but also about materials from other Centers.

In summary, responses from the Teaching Canada Questionnaire identified instructional materials as a major consideration for teachers when preparing lessons, deciding what to teach, and seeking improvements in teaching practice. Although many teachers reported good use of materials distributed by the Consulate offices, many are using commercial materials or self-developed units. On the other hand, materials developed by scholars and educators in Canadian Studies are simply not being used by the majority of teachers who participated in the survey. Although one could contend that limited use is the result of a complex host of factors, and thus beyond the capabilities of six university Canadian Studies Centers, the point remains that a large number of American teachers simply are not aware of these materials.

SECTION V

SUMMARY

The conclusions are derived from two primary data sources: descriptive accounts of case studies and the analysis of teacher responses to the Teaching Canada Questionnaire. Interviews with prominent American educators, before and during the visits to selected schools, and the experiences of Canadian Americanists provided a secondary data base for the major findings.

Integrating the results of the study for the purpose of formulating conclusions was a complex task. First, we separately drew up a set of conclusions from a re-reading of the analyses, reported in Sections III and IV, and from the case studies. Second, we cross-checked our lists of conclusions to validate interpretations, to identify different conclusions, and to locate additional areas for drawing conclusions. Notes from the Consortium Seminar held at Quail Roost were used to strengthen the validation process.

Third, we reformulated the conclusions and organized them from general to more detailed statements. We did not rank them in order of importance. In writing the statements, care was given to include the generalized results from the questionnaire as well as the particularized accounts of the case studies. Because of the selective nature of the study, we chose to report a wide variety of responses, concerns, and experiences of those involved or interested in the teaching of Canada instead of presenting a set of conclusions concerning American public education in general.

Fourth, a draft copy of the study was circulated to members of the Consortium for comment concerning overall organization and readability. Reviewers were asked to comment specifically on the validity of conclusions and recommendations and to suggest additional ideas which emanated from the results of the study. Comments of Consortium members were then reviewed to establish the following conclusions and related recommendations.

Finally, we must underline the fact that the study found its data base in the community of teachers who had indicated some interest in teaching Canada and who were identified for us by the Centers and Consulates; they account for this being a study of the state of the art from what is perhaps a prejudicial, upbeat viewpoint. Our conclusions flow from information they provided.

5.1 Conclusions

1. Teaching about Canada varies in quality and frequency in American schools, but there is an expanding cadre of teachers who show great interest and enthusiasm in this field. The core may be seen as emanating from 20% of those American teachers who are committed and attempting to initiate, develop, and innovate social studies education. In interviews with educators, discussions focused on both the need to include Canada in the school curriculum and ways in which increased teaching can occur.

2. There is widespread agreement that the place for Canada in school curricula is not as a separate area of study but as a country studied in relation to American economy, geography, government, world issues, and contemporary developments. Frequently, educators stressed the need to consider Canada "comparatively" in a "North American context" and in world studies. Moreover, nearly half of the teachers who responded to the Teaching Canada Questionnaire felt that "interdependence between the two countries" was the most important idea a student should know about Canada.

3. How Canadians are perceived by educators and the public at large strongly influences the way in which Canada is taught. Because world history and cultural studies often stress differences (sometimes of the exotic type), many view Canada as more commonplace than other countries and merely an extension of the United States, as an insignificant neighbor. Consequently many teachers simply have not seen a need to include Canada in their school programs.

4. There is a growing recognition among educators of the need to include the study of Canada and Canadian-American issues in high school courses. This trend can probably be attributed to a new media awareness of Canada and the presence of

Canadian investments and tourism, particularly in California and Florida. The number of expatriates highlights Canadian presence in these areas.

5. Teachers reported a number of factors that appear to foster the teaching of Canada. These are: (a) growing awareness of the need to include Canada; (b) personal interest through relatives and travel; (c) availability of library and grade textbooks which include Canada as a topic of study; and (d) availability of materials from Canadian Consulate offices and the year-round support provided by Canadian Studies Centers' outreach programs. Case accounts and questionnaire responses indicated that the most successful efforts in enhancing the teaching of Canada have been the services of the Consular offices; secondly, the year-round outreach efforts, particularly those offered by Canadian Studies Centers at SUNY-Plattsburgh, Vermont, Maine, and Duke University. These centers, with assistance from the U.S. Department of Education, have managed to keep in touch throughout the year with small groups of committed teachers by means of workshops, lending libraries or newsletters.

6. Teaching about Canada occurs at the fifth or sixth grade in such states as North Carolina, New York, and Virginia as part of a program to teach the northern hemisphere and/or world studies. In many cases teachers indicated that the extent to which Canada is taught is often determined by the available textbooks. In the secondary schools Canada is taught at a range of grade levels, either as a part of required world cultures course (9th grade social studies in Florida) or as a world cultures option (10th grade in California) or as an elective course (11th and 12th grade social studies courses in New York and North Carolina). Topics most frequently taught by teachers were reported to be Canadian geography and government, French Canadian culture, and parallel developments in both countries.

7. The absence of Canada as a specific topic of study in state-mandated curricula in most states does not necessarily present an insurmountable barrier to the teaching of Canada. The scope and sequence of most state curricula provide numerous opportunities for the inclusion of the study of Canada which are not always explored. For example, the recent document, History and Social Science Framework for California Public Schools, only mentions Canada once (as an optional topic of study at the 10th grade) although the world comparative approach of the state framework provides ample opportunity for inclusion of Canada at various grade levels.

8. In some school situations, highly committed teachers had ingeniously overcome deficiencies in background information and teaching materials, whereas in other instances, teachers reported that paucity of instructional materials and their own lack of knowledge about Canada inhibited their teaching.

9. Perhaps the most disappointing result is the reported lack of use of Center-developed instructional materials. Many teachers simply indicated they "have never seen" the materials. Although many teachers acknowledge their text-dependency, they deplored that only a single hardback text on Canada exists. However, a number of teachers who have attended Center-sponsored summer institutes speak favorably of the developed materials offered to them and how they have enriched classroom teaching.

10. It is apparent from interviews and questionnaire responses that teachers are not prepared to teach about Canada from their own academic background or from in-service training. Questionnaire responses indicated teachers did not consider university "college professors" as people to whom they would turn for information about the geography and economy of Canada. Some of this lack of

confidence may stem from the teacher's separation from the academy after graduation.

11. The spread of interest in global studies, emanating from U.S. Department of Education programs of the 70's, led many supervisors and their constituencies to consider extending such studies to include Canada. These are the people who have changed the face of international education in the U.S. by opening up magnet schools, gifted and talented schools, international summer schools, etc. They are worthy allies for the spread of teaching about Canada. Many teachers now involved in teaching Canada also indicated they had been participants in other area studies and Global Education programs.

12. Regional differences do not affect the ways of teaching Canada in the classroom except that teachers and students who live closer to the border often start their studies with more immediate knowledge and use of local references regarding the presence of Canada and Canadians. This proximity does not necessarily mean that there is more understanding--in fact, some familiarity may have engendered false beliefs which should be removed.

13. Physical proximity to the Canadian border is now of less importance to the understanding of Canada in American relations because of increased media attention to Canada and the influence of Canadian business and tourism within non-border areas of the United States.

14. Limited visits to parochial and private schools indicated that these teachers have more freedom to determine what should be taught (including possibilities for teaching Canada) but suffer from the lack of instructional materials and isolation from the main stream of American public education. This is not as evident in some parts of the Northeast where, for some time, Canadian Studies

Centers have included parochial school teachers in outreach activities, especially those connected with Franco-American culture.

15. There is no single factor that is viewed by teachers as a hindrance to their teaching of Canada. However, teachers indicated that the greatest improvement to the present teaching of Canada would occur if there were more contemporary materials of the slick, paperback variety, dramatic or biographical, representing the individuality of Canadians and the Canadian experience.

16. The support of other countries to American public schools for programs in their national interests is not comparable in historical intent or scope to that of the Canadian Government. Canada, over a long period of time, responded to spontaneous requests from Americans interested in teaching about Canada and provided contacts and materials to those educators who were developing indigenous programs. In general, other area studies programs had little contact with their foreign governments beyond appeals to Embassies for posters. Further belated interest in public school teaching on the part of certain governments has followed military (security) negotiations and, more recently, trade interests. Two bi-lateral textbook studies were supported under agreements between the United States and the Soviet Union and between the United States and the Japan. Other foreign government-sponsored programs aimed at the public schools have included support provided by the Goethe Institute for German language instruction, the Japanese Government's organization of group study tours for public school teachers, and, lately, summer trips by the Government of Greece for public school teachers.

17. An unexpected and valuable outcome of the National Study was that it served as a useful catalyst to teachers, decision-makers of school and state systems, and college teachers interested in

Canadian Studies. Frequently, interviews went overtime, simply because of a growing awareness of the need to expand the teaching of Canada and to explore ways in which Canada could be infused into existing school programs.

5.2 Recommendations

The recommendations which follow are tied to the conclusions of the National Study and recent associated developments concerning the teaching of Canada in American schools. In some cases the recommendation reflects a specific conclusion, whereas other statements reflect the overall findings of the Study. The list of recommendations should not be construed as establishing priorities but simply as a series of statements arranged for clarity and the convenience of the reader.

In presenting a recommendation, first the institution or group is named which we believe should undertake certain actions; and second, the appropriate action is identified. Some recommendations call for direct actions whereas other suggestions are deliberately open-ended for resolution by identified audiences.

We therefore recommend:

1. That the extant Canadian Studies Centers, in association with the U.S. Department of Education, the Government of Canada, and other interested groups, continue to sustain the teaching of Canada in American elementary and secondary schools by the support of curriculum development projects, sponsorship of year-round outreach activities, and organization of teacher institutes. Efforts should focus on developing instructional materials, sustaining a visible Canadian presence in American education, and promoting discussion of the importance of teaching Canada in American Schools.

2. That extant Canadian Studies Centers, in association with the U.S. Department of Education, the Government of Canada, ACSUS, and the emerging regional associations of American Canadianists, continue to provide instructional and moral support to those teachers highly committed to the teaching of Canada and to extend teaching of Canada to selected areas or states where a

Canadian presence, either through business, cultural, or educational interests, already exists. Prime areas where expansion is needed are: Florida, California, the Southwest, and the Midwest. Although expansion efforts should make use of the existing expertise and instructional materials, greatest success would come if local groups of educators collectively initiate expansion.

3. That Canadian Studies Centers recognize the considerable number of classroom teachers who portray Canada in exciting and imaginative ways. These teachers need to be identified and encouraged to collaborate with Centers for the continuing development of materials and programs. The success of teaching Canada in American schools ultimately rests with classroom teachers.

4. That Canadian Studies Centers should increase their involvement with business persons, parent-teacher associations, and other community organizations at the local level. Increased public involvement is necessary to establish a broader basis of support for those public schools involved in Center outreach activities, particularly in terms of greater justification for including Canada in school curricula.

5. That Canadian Studies Centers, in the development of supplementary materials, stress teacher and student materials which can be easily duplicated for classroom use. During times of financial restraint the cost factor is critical and materials must be of minimal cost to make them widely available.

6. That the Canadian Embassy re-institute library grants to public schools in a form similar to the Faculty Enrichment grants. To avoid shooting useless arrows into the air, we suggest that the schools be nominated by a Center (upon application by teachers in schools and/or districts where Canada is being actively pursued) and that a

maximum of 25 grants of a packet of books, roughly costing $100 each be awarded. The packet should include the following:

A Canadian atlas;
The Canada Yearbook;
Two Canadian textbooks (one on geography, one on history);
Two works on Canadian literature (a novel, poetry, etc.)

The above books should be selected annually.

7. That the Department of External Affairs, Government of Canada, should place school libraries (upon request or nomination by a Center) on the mailing list for what is obviously the greatest boon to the classroom teacher: Canada Today/D'Aujourd'hui. We recommend further that a red box or binder, appropriately symbolized, be provided to each applicant library to house monthly publications and give them shelf status.

8. That the Consular offices circulate to their constituency and to inquirers, information concerning materials developed by the Centers. A descriptive brochure might include a brief outline of the nature of the instructional materials, grade-level suitability, cost, and source of purchase. This could be accompanied by a well-prepared leaflet on "reasons for teaching Canada."

9. That the Government of Canada provide more financial support to Consular offices to assist them in disseminating materials. Since these offices emerged from the Study as the major source for classroom teaching materials, their officers should be briefed annually about the state of the art and the work of American Canadianists related to public school programs and encouraged to provide sufficient staff time for a Consular official to pursue the public schools connections.

10. That Canadian Studies Centers, in their promotion of Canada in public schools, seek to explore new ways to present knowledge and and understanding of Canada. Each Center should be encouraged to develop an approach that utilizes its strength and addresses regional needs. Common efforts should stress continual ties with Canadian academics and educators to ensure that American students be informed of contemporary developments in Canada. Although study through travel is viewed by most educators as the most attractive means of understanding Canada, extant Centers should explore other far-reaching and less expensive means such as teacher exchanges, speakers, films, cultural events, computer education, and satellite transmission.

11. That in the development of their programs the Canadian Studies Centers be unafraid to remain unique and to respond to the sociological characteristics of their communities --urban, rural ethnic, economic. Appropriate connections with Canada can emerge sympathetically from these various reference points.

12. That Canadian Studies Centers, in conjunction with interested groups of state/district educators, collaborate on year-round in-service training for teaching Canada. Professional development requires not only introduction to ideas prior to teaching, but also continued support during the school year by workshops and newsletters, intensive summer programs in the United States and in Canada, and other means.

13. That Canadian Studies Centers, in response to the expressed needs of American teachers for more contact with other teachers who are engaged in teaching Canada, be mindful of the need for follow-up programs, subsequent to workshops, in which teachers will be encouraged to speak for themselves and with one another.

14. That in the development of teaching materials, Canadian Studies Centers make full use of the comparative approach as a means of infusing Canada into existing social studies courses. Comparisons might include examinations of political institutions, geography, history, and social organizations.

15. That Canadian Studies Centers continue to develop relationships with regional and national professional associations in order to increase their impact at the policy level in the American education system. Likewise, American Canadianists should keep in close touch with their state legislators, the U.S. Department of Education and other Federal funding agencies, and the State Departments of Public Instruction, to keep before them the significance of teaching about Canada and the need for support by the U.S. government.

16. That Centers assist teachers to secure exchange instructorships in Canada through the Teachers Exchange Program of the U.S. Department of Education and other such programs made available by service organizations.

17. That American Canadianists engage in more lobbying with textbook publishers on behalf of Canadian Studies. This should include the identification of regions, districts, and schools where Canada is being taught, and surveys on teaching beliefs and practices.

18. That Canadian Studies Centers selectively participate in national and regional conferences (such as the National Council for the Social Studies and the Association for Supervision and Curriculum Development) in order to disseminate teaching materials and provide an appropriate presence that fosters among educators an understanding of the importance of Canada to American society.

19. That the Canadian Studies Centers, the Government of Canada, and the U.S. Department of Education direct immediate attention to new mediums of binational communication as means for distributing materials on teaching Canada. This could include satellite transmission for school broadcasts, library on-line systems, international data banks, etc.

20. That the Consortium for the National Study create a Council of American Canadianists and Public School Educators for the purposes of networking efforts in promoting the teaching of Canada, encouraging the inclusion of Canada in American school curricula, suggesting new strategies to meet national needs, implementing the recommendations of this Study, and similar endeavors. Membership in the Council should consist of a balance of Center personnel and school educators. The above tasks of the Council should not hinder efforts of individual Centers.

21. That the Consortium for the National Study discuss and disseminate the results and implications of the National Study at national and regional conferences attended by American Canadianists and school educators. In addition, the Consortium should call a small invitational conference, including state and district educators, to plan future efforts for continued fusion of the study of Canada into school curricula. Audience should be sought with the Council of Chief State School Officers on behalf of a national emphasis on Canadian Studies.

22. That a continued presence in the elementary and secondary schools of the United States be high on the agenda of the Department of External Affairs when it assigns funds and personnel to its United States programs. And that the Department of External Affairs be congratulated upon its unique and effective role as mentor, contributor, and partner in what is essentially an American educational responsibility and enterprise.

APPENDIX A

INVITED PUBLIC SCHOOL EDUCATORS AT DETROIT PLANNING MEETING, NATIONAL STUDY ON THE TEACHING OF CANADA

November 1981

Thomas Elliott
Social Studies Service
Virginia Education Department

Edward Eschler
Montana Office of Public Instruction

George Gregory
Curriculum Development
Bureau of General Education
New York State Education Department

Louis Grigar
Program Director, Social Studies
Texas Education Agency

Gloria Hagans
Social Studies Coordinator, K-12
Norfolk City Schools

Gwen Hutcheson
Georgia Education Department

Nancy Ostergaard
Columbia High School
Richland, Washington

Carol Rose
Seattle City Schools

John Rossi
California Education Department

Jerri Sutton
Richmond City Schools

Dr. Jan Tucker
School of Education
Florida International Univesity

R.K. Wagner
Consultant
Minnesota Education Department

Judy Wooster
Associate, Bureau of Social Studies Education
New York State Education Department

APPENDIX B

RECOGNITION OF ASSISTANCE

The following educators acted as consultants, resource contacts, and information advisors for the Principal Investigators, giving generously of their time and wisdom. We extend our grateful thanks to them.

The Canadian Embassy (Washington) and Consular officials in Atlanta, Boston, Chicago, Cleveland, Dallas, Minneapolis, New Orleans, New York, San Francisco, and Seattle

California

Joyce Bucholz, Director, School Services Program, World Affairs Council of Northern California

Joan Downey, Specialist in Elementary Social Studies, Los Angeles

Robert Freeman, Director, Global Perspectives in Education, Oakland

Pauline Hymer, Los Angeles Unified School District, Los Angeles

Robert Kiskadden, Specialist in Secondary Social Studies, Los Angeles

Donald Kloes, Social Studies Coordinator, East Side School District, San Jose

Gwen Price, Past President, California State Council for the Social Studies

Colorado

Carol Vogler, then intern with the Center for Teaching International Relations, University of Denver

District of Columbia

Katherine Goodman, Founder and Principal, The International School

Robert Leestma, U. S. Dependency Schools

Anne Schneider, International Studies Branch, U. S. Department of Education

Florida

Thomas Breslin, International Programs, Florida International University

Charlotte Christensen, Social Studies Coordinator, Dade County, Florida Public Schools

Paul Hanson, Project Legal Studies, Dade County, Florida Public Schools

Toni F. Kirkwood, Florida Council of Social Studies

Don McCullough, Media and Libraries, Dade County, Florida Public Schools

Jan Tucker, School of Education, Florida International University

Georgia

Gwen Hutcheson, Social Studies Coordinator, Georgia State Department of Education

Michigan

Marylee Crofts Wiley, African Studies Center, Michigan State University

New York

Jacob Hotchkiss, New York State Education Department, Albany

North Carolina

Ted Scott Henson, Outreach Assistant, Duke University Canadian Studies Center

Gerald R. Stairs, then advisor to the Duke Canadian Studies Center Outreach Program and the Social Studies Division, North Carolina Department of Public Instruction

Jesse Von Cannon, Social Studies Division, North Carolina Department of Public Instruction

Texas

Louis Grigar, Program Director of Social Studies, Texas Education Agency

Virginia

Thomas Elliott, Social Studies Services, Virginia Department of Education

Washington

Lawrence Strickland, Supervisor of Social Studies/ Basic Education, and Superintendent of Public Instruction, State of Washington

Wisconsin

Charles Gloor, Social Studies Department Chairperson, Vincent High School, Milwaukee

Margaret Goodrich, Principal, Goodrich School, Milwaukee

Gil Jelinek, Monroe Junior High School, Monroe

Arthur H. Rumpf, Curriculum Specialist-Social Studies, Milwaukee Public Schools

Paul Schoenike, Monroe Junior High School, Monroe

APPENDIX C

BASIC QUESTIONS FOR THE NATIONAL STUDY

WHAT HUMAN FACTORS, TEACHING MATERIALS, AND SITUATIONAL CONDITIONS FOSTER THE TEACHING OF CANADA?

1. What personal factors help teachers in furthering the classroom study of Canada?

   -- knowledge about Canada
   -- confidence in working with "new" area studies

2. What school/district/state conditions foster successful teaching of Canada?

3. What kinds of materials do teachers find most helpful for teaching Canada?

4. What is emphasized in the teaching of Canada?

TEACHING CANADA QUESTIONNAIRE

conducted by

The Consortium of Canadian Studies Centers

at

Duke University

University of Maine

Michigan State University

SUNY at Plattsburgh

University of Vermont

Western Washington University

As part of a National Study on the Teaching of Canada, this questionnaire is intended to identify ways in which the teaching of Canada can be enhanced in elementary and secondary social studies courses. It will be greatly appreciated if you would respond to as many questions as you can and return the questionnaire in the self-addressed envelope before MAY 18.

On behalf of all those involved with the National study we thank you for taking the time to assist us in the conduct of this project.

Marion Salinger
Donald C. Wilson

April 26, 1982

Canadian Studies Center
Duke University
2101 Campus Drive
Durham, NC 27706

SECTION ONE. The following questions are about you and your teaching experience.

1. Have you ever taught Canada? (Circle one)

No.....	1
Yes.....	2

If yes, indicate approximately how many weeks in the: (Fill-in)

1981-82 school year.....	_____wks.
1980-81 school year.....	_____wks.
if other year(s) indicate_____	_____wks.
_____	_____wks.

2. In what state do you currently teach: (Fill-in)
_____

3. As of the end of this school year, how many years have you taught and how many years have you been at your present school? (Fill-in)

total years teaching....	_____yrs.
years at this school....	_____yrs.

4. The type of school in which you teach is: (Circle one)

Public.....	1
Private.....	2

5. Which of the following best describes the location of your school? (Circle one)

rural community.....	1
small city (less than 50,000).....	2
medium size city (50,000-100,000)..	3
large city (100,000-500,000).....	4
suburb of large city.....	5
very large city (over 500,000).....	6
suburb of very large city.....	7

6. What grade level(s) do you teach? (Fill-in)
(if necessary indicate more than one)
_____

7. Indicate your pattern of academic training. If necessary, circle more than one major area of specialty.

	Bachelor's	Master's and Beyond
History	1	2
Geography	1	2
Political Science	1	2
Anthropology	1	2
Sociology	1	2
English/Language Arts	1	2
Reading	1	2
Physical Education	1	2
Education	1	2
Other (indicate) _____	1	2

8. Have you ever attended a summer workshop/institute on Canada? (Circle one)

No	1
Yes	2

9. Have you ever attended a summer workshop/institute about world areas or countries other than Canada? (Circle one)

No	1
Yes	2

If yes, did the session focus on a country from one or more of the following areas? (Circle)

Africa	1
Europe	2
Far East	3
Latin America	4
Middle East	5
South Asia	6

10. Any general comments you wish to make about your experience in teaching Canada.

SECTION TWO. The following two questions seek your personal comments.

1. If you have taught Canada recently, list the topics and class activities which you emphasized in your teaching.

2. If you have NOT TAUGHT Canada but are interested in doing so, give your reasons for your interest.

SECTION THREE. Whether you have or have not taught Canada, please respond to the following six questions. They require a ranking of what you consider important when teaching Canada.
Use a rank of "one" for your most important concern; "two" for your next important concern and so on so that the largest number represents your least important concern. Place your ranking in the right-hand column.

1. When selecting textbooks and other teaching materials on Canada indicate by ranking what features you consider important. (Fill-in)

number of illustrations and maps..... _____

readability level..... _____

review questions and quizzes..... _____

background knowledge for me..... _____

interesting student activities..... _____

emphasis on skill development..... _____

emphasis on concept development..... _____

problem-solving activities..... _____

suitability for use with existing courses..... _____

2. When preparing lessons on Canada indicate by ranking what factors you consider significant. (Fill-in)

adequate knowledge about the topic..... _____

time to organize a series of class lessons..... _____

support from school and district supervisors..... _____

parental support for what you teach..... _____

ready availability of materials..... _____

student interest..... _____

3. When needing information about the geography and economy of Canada indicate by ranking to whom or what you would most often turn. (Fill-in)

district/school supervisor..... _____

other knowledgeable teachers..... _____

university scholars..... _____

reference books..... _____

newspapers and magazines..... _____

4. When teaching Canada for the FIRST TIME indicate by ranking what you value as most important (Fill-in)

prior experience from teaching other countries..... _____

appropriate teaching materials..... _____

in-service sessions during my teaching..... _____

colleagues to share and discuss my teaching..... _____

support for class enrichment activities..... _____

knowledge about Canada..... _____

5. If you needed to increase your knowledge of Canada, indicate by ranking what you would consider effective. (Fill-in)

university course work..... _____

summer institutes/workshops..... _____

personal study..... _____

guided travel..... _____

reference books..... _____

one day in-service session..... _____

6. If you were to attend a workshop on Canada, indicate by ranking what you would consider to be beneficial. (Fill-in)

learning more background information about Canada..... _____

developing teaching materials and lessons..... _____

experiencing Canada first-hand..... ... _____

working with others in developing materials..... _____

collecting teaching materials..... _____

establishing professional contacts with Canadians..... _____

SECTION FOUR. The following eight questions are for those teachers who have already taught Canada. Select the item you consider most important and then circle the corresponding number on the right. If you wish to use the "other" item, please describe your choice.

1. The most important idea a student should know about Canada is: (Circle one)

how Canada is similar to the U.S.	1
how Canada is different from the U.S.	2
what Canadians think of Canada-U.S. issues (e.g., acid rain).	3
how the two countries are interdependent	4
how Canadians view world issues and events	5
the role of Quebec within Canada	6
other (indicate) _____	7

2. When seeking teaching materials on Canada, to which did you most often resort? (Circle one)

district resource centers	1
school libraries	2
Canadian consulate offices	3
university centers and libraries	4
newspapers and materials	5
personal resources of other teachers	6
community resources	7
other (indicate) _____	8

3. What best describes your schools's library resources about Canada? (Circle one)

hardly any books	1
only reference books	2
some out of date books	3
adequate number, but dated books	4
adequate number of current books	5
numerous current books and magazines	6

4. The major reason why you became interested in teaching Canada was as a result of: (Circle one)

attendance at social studies conferences	1
attendance at a summer institute	2
travel in Canada	3
contacts with Canadians	4
growing importance of Canada U.S. relations	5
contact with Canadian Consulate offices	6
contact with Canadian Studies Centers at American universities	7
course work at a university	8
other (indicate) _____	9

5. The greatest improvement in your teaching of Canada would occur if you had: (Circle one)

more appropriate student materials	1
more background knowledge	2
greater opportunity to develop better teaching activities	3
more interaction with educators about teaching Canada	4
better reference books	5
better visual aids for instruction	6
other (indicate) _____	7

6. What was your most important source for learning about Canada before you taught it? (Circle one)

class text	1
institute/workshop	2
personal study and travel	3
contacts with Canadian people	4
university course work	5
reference books	6
newspapers and magazines	7
other (indicate) _____	8

7. Indicate the curricular factor which most influences WHAT YOU TEACH about Canada. (Circle one)

a state social studies framework or guide	1
a district social studies course of study	2
a school social studies curriculum	3
a self-developed teaching unit	4
other (indicate) _____	5

8. If you have recently traveled to Canada, what was your major purpose for going? (Circle one)

attend a workshop in Canada	1
see more based on attendance at a workshop in Canada	2
see Canada, sparked by attendance at a workshop in the U.S.	3
take my family on a trip	4
collect more teaching materials on Canada	5
visit with friends and relatives	6
other (indicate) _____	7

SECTION FIVE. The following five questions require information concerning use of materials, sources of information and teaching preferences.

1. Circle the appropriate number that indicates how often you used the following types of materials in your teaching of Canada.

	Most of the time	Some of the time	Occasionally	Not at all
Canadian Consulate materials.....	1	2	3	4
a commercial textbook.....	1	2	3	4
curriculum units developed by Canadian Studies Centers.....	1	2	3	4
school or district developed materials.....	1	2	3	4
personally developed materials....	1	2	3	4
local library resources.....	1	2	3	4

2. For each of the curriculum materials listed below, circle the appropriate number.

	Have Seen But Not Used	Have Used In Teaching	Have Used and Will Use Again	Have Never Seen
A Canadian Vocabulary (Michigan State).....	1	2	3	4
Canadian Studies Teaching Strategies and Resource Guide for the Secondary Level (SUNY at Plattsburgh).....	1	2	3	4
Canadian Studies Syllabus and Resource Guide for Elementary Teachers (SUNY at Plattsburgh)....	1	2	3	4
Canadian Studies: A Syllabus for the High School (SUNY at Plattsburgh).....	1	2	3	4
Considering Canada (Maine).....	1	2	3	4
Portrait of Canada (Duke).....	1	2	3	4
Study Canada: International Outlook (Western Washington).....	1	2	3	4
Study Canada: Overview (Western Washington).....	1	2	3	4
Study Canada: Resource Use (Western Washington).....	1	2	3	4
The Year of the Maple Leaf (Duke).	1	2	3	4

3. How useful do you find each of the following as a source of information about new developments in education?

	Very Useful	Somewhat Useful	Not Useful	No Contact
teachers	1	2	3	4
principals	1	2	3	4
local specialists/coordinators	1	2	3	4
state department personnel	1	2	3	4
university courses	1	2	3	4
one day in-service sessions	1	2	3	4
summer workshops/institutes	1	2	3	4
education conferences	1	2	3	4
professional publications	1	2	3	4
commercial materials	1	2	3	4
government publications	1	2	3	4

4. How often do you use each of the following techniques in teaching social studies? If a technique does not apply to your teaching, please circle 5, "Never".

	Just About Daily	About Once a Week	About Once a Month	Occasionally	Never
lecture	1	2	3	4	5
class discussion	1	2	3	4	5
student report	1	2	3	4	5
library work	1	2	3	4	5
simulation/role-play	1	2	3	4	5
field trip	1	2	3	4	5
guest speaker	1	2	3	4	5
brainstorming	1	2	3	4	5
school fair/culture day	1	2	3	4	5

5. The following factors may affect the teaching of Canada in your school. In your opinion, how important is each of the following?

	(Circle one on each line) Of Serious Concern	Of Moderate Concern	Not of Significant Concern
compliance with state curriculum guidelines	1	2	3
belief that teaching Canada is less important than other social studies topics	1	2	3
insufficient funds for purchasing teaching materials	1	2	3
lack of materials for individualizing instruction	1	2	3
out-of-date teaching materials	1	2	3
insufficient numbers of textbooks	1	2	3
lack of student interest in Canada	1	2	3
lack of teacher interest in Canada	1	2	3
teachers inadequately prepared to teach Canada	1	2	3
lack of teacher planning time	1	2	3
lack of administrative support	1	2	3
inadequate library references	1	2	3

 "END OF DOCUMENT"